DOCUMENT RESUME

ED 029 851 SP 002 691

By-Edelfelt, Roy A., Ed.

The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching.

Maryland State Dept. of Education, Baltimore.; National Commission on Teacher Education and Professional Standards, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note-152p.; Report of conference held October 21-23, 1968, Baltimore, Maryland.

Available from-Maryland State Department of Education, State Office Building, 301 West Preston Street, Baltimore, Maryland 21201.

EDRS Price MF-$0.75 HC-$7.70

Descriptors-Educational Innovation, *Field Experience Programs, Government Role, State Departments of Education, State Programs, *Student Teaching

In the introduction to this collection of papers, William Drummond summarizes the national conference proceedings and personal reactions to them. Chapter 1, "The Revolution Explosion," is a talk by Frankie Beth Nelson about the way an anthropologist looks at the school and its purposes. Chapter 2 (SP 002 631), "Student Teaching: The State of the Art," is a paper presented by E. Graham Pogue dealing with such problems as scheduling, facilities, supervision, financing, and learning efficiency in professional laboratory experiences. Chapter 3, "A National Survey of State Practices and Trends in Student Teaching," by Mary Bullock Hess is a summary of a study done in partial fulfillment of the doctoral of education degree. Chapter 5 is a series of 10 short papers on "What I Think Student Teaching Should Become" by Kathleen Amershek, Margaret Ammons, L. O. Andrews, Richard Collier, Margaret Lindsey, Hans Olsen, Robert Reynolds, Donald Sharpe, E. Brooks Smith, and Joe Smith. Chapter 6 (ED 024 655) is a paper by James Stone proposing a structure for a state organization of Education Professions Institutes. A "Coda" by Roy Edelfelt attempts to "pull together in brief form the things which need attention if student teaching is to evolve into a significant practicum experience." (JS)

ED029851

THE ROLE OF THE STATE EDUCATIONAL AGENCY IN THE DEVELOPMENT OF

INNOVATIVE PROGRAMS IN STUDENT TEACHING

Roy A. Edelfelt, Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP002691

Report of a conference held at Baltimore, Maryland, October 21-23, 1968, and financed through a project developed by the Maryland State Superintendent of Schools and funded by the U. S. Office of Education under P.L. 89-10, Title V, Section 505.

Additional copies of this volume are available from the
Maryland State Department of Education
State Office Building, 301 West Preston Street
Baltimore, Maryland 21201
1969

The conference reported upon in this volume was supported by a grant from the Office of Education, U. S. Department of Health, Education, and Welfare, under the provisions of Public Law 89-10, the Elementary and Secondary Education Act, Title V, Section 505. Contractors undertaking such projects under federal government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated herein do not, therefore, necessarily represent official Office of Education position or policy.

The Baltimore Conference was sponsored by the Maryland State Department of Education and planned and coordinated by the National Commission on Teacher Education and Professional Standards of the National Education Association, Washington, D. C.

Contents

PREFACE v

INTRODUCTION, *William H. Drummond* 1

Chapter One

THE REVOLUTION EXPLOSION, *Frankie Beth Nelson* 9

Chapter Two

STUDENT TEACHING: THE STATE OF THE ART 17
E. Graham Pogue

Chapter Three

A NATIONAL SURVEY OF STATE PRACTICES AND TRENDS IN STUDENT TEACHING 31
Mary Bullock Hess

Chapter Four

WHAT I THINK STUDENT TEACHING SHOULD BECOME 45

- I. *Kathleen Amershek* 45
- II. *Margaret P. Ammons* 48
- III. *L. O. Andrews* 52
- IV. *Richard E. Collier* 56
- V. *Margaret Lindsey* 59
- VI. *Hans C. Olsen* 69
- VII. *Robert I. Reynolds* 73
- VIII. *Donald M. Sharpe* 78
- IX. *E. Brooks Smith* 81
- X. *Joe Smith* 84

Chapter Five

INNOVATIVE IDEAS IN STUDENT TEACHING 87
Kathleen Amershek and Chandler Barbour

- I. An Overview 87
- II. Program Descriptions 91

Chapter Six

ONE STEP FURTHER, *James C. Stone* 135

Chapter Seven

CODA, *Roy A. Edelfelt* 145

Preface

In October 1964 six national organizations were invited by the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association (NEA) to join the Commission in sponsoring and appointing representatives to serve on a 13-member Joint Committee on State Responsibility for Student Teaching "to consider the possible scope and dimensions" of such responsibility and "make appropriate recommendations." During the next two years the Committee met, deliberated, and published two reports entitled *Who's in Charge Here?* (NEA, 1966) and *A New Order in Student Teaching* (NEA, 1967).

During the time the Joint Committee was carrying on its activities, a related professional endeavor was also in progress. This was the project that came to be known as M-STEP (Multi-State Teacher Education Project) in which seven states banded together to explore innovative practices in laboratory experiences for prospective teachers with a major emphasis on student teaching. The project was funded by a grant under Title V, Section 505, of the Elementary and Secondary Education Act of 1965.

As the activities of both the Joint Committee and M-STEP were approaching completion, the Maryland State Department of Education submitted to the U. S. Office of Education a proposal entitled "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching" for funding under ESEA Title V, Section 505. When the proposal was approved, the State Department contracted with the NCTEPS to assist in planning and coordinating a national conference, which was held in Baltimore, October 21-23, 1968.

The major aim of the Baltimore Conference was to bring together key people such as chief state school officers and other staff of state education departments, legislators, members of state boards of education, representatives of professional associations, and school and college faculty and administrators to discuss statewide planning for policy making and organization and to explore innovative ideas and practices in student teaching.

The contents of this book represent, for the most part, the materials prepared for the Baltimore Conference. We hope the volume will contribute to and have a part in shaping the role of state departments of education in teacher education.

I want to acknowledge the special contribution made by Miss Geraldine E. Pershing of the NEA-NCTEPS staff, who assisted in the editing, designing, and production of this report.

JAMES A. SENSENBAUGH
Maryland State Superintendent of Schools

February 1969

Introduction

William H. Drummond
Associate for Teacher Education
Office of the Superintendent of Public Instruction
State of Washington

At the Baltimore Conference, participants were invited to talk together and to hear about strengthening the state's role in student teaching. The "state's role" and "student teaching" both were broadly defined by the conference planners. We were given a number of documents to read and we heard from the best minds in America either on what is being done or on what ought to be done to improve student teaching. This paper presents an overview and reaction to the papers and proceedings of the Conference, much of which is included in this book. I have organized my remarks into three topics: what I heard at the Conference, personal reactions to the Conference, and assumptions which underlie the Conference and this book and action steps I recommend for those who want to participate in improving student teaching.

What one hears at a conference is sometimes not what one ought to hear, considering all the data being presented. And I have found that what I hear is often quite different from what others hear. The following reflects my peculiar perceptions.

At the opening session, Frankie Beth Nelson gave a friendly, low-keyed talk about the way an anthropologist looks at the school and the school's purposes. (Ch. 1.) I heard her say that many of our organizations, our schools in particular, are destructive of people. Many of the people involved in school—teachers and students—learn that they cannot compete, cannot achieve, cannot do. I heard her call for another look at schools and school life, to see schooling as a cluster of temporary systems (using Warren Bennis' language)—close-knit social arrangements which do not persist in time but are important to selfhood and dignity. I heard her say that we need to help people in our schools establish close, satisfying personal relationships with others easily and quickly.

I heard Frankie Beth Nelson say that, for a lot of people who engage in it, teaching school isn't any fun; that working in state departments of education isn't any fun. Many people do not get kicks from work and feel that they should not. Work, according to our American ethic, needs to be distasteful or it is sinful. We need to learn to have fun in school. Learning and solving problems are fun. We do not necessarily have to make these activities feel like "work."

At the first conference work session we were given a paper by Graham Pogue, a thoughtful and accurate paper, I think, from the perspective of a director of student teaching. (Ch. 2.) He wrote about scheduling student teaching, the use of new media, the problem of making appropriate assignments, the nature of supervision, finance, expectations placed on the student, and the problems of trying to change student teaching— all in a few pages. There are some folks who have written whole books on just one of these topics.

Aside from the content of the discussion, the thing that impressed me most about the work session was that several people reacted to Mr. Pogue's paper and he did not have a chance to reply, or he felt he didn't need to. I wondered how Mr. Pogue could be so secure that he could allow all that to go on without any apparent discomfort. He has more self-control than I have.

The reactions to Mr. Pogue's paper generally were good. I perked up when panelist Fred Wilhelms (executive secretary, Association for Supervision and Curriculum Development) broke his silence and in a hostile voice declared that the whole present scheme for preparing teachers had to be scuttled. He alluded to his work at San Francisco State and indicated that not enough attention was being given to the personal, selfhood needs of teachers-to-be. He spoke with feeling and power. I was sorry that, when asked to clarify his position, he tempered his language and appeared more composed.

Of all the members of the panel, I reacted most to Martin Haberman (director of student teaching, Rutgers). I sensed in him a feeling of despair, of hopelessness, a feeling that institutional change is so slow, so irrational, so politically motivated that it would be dishonest to go on saying to one another or implying to one another that what we said or did at the Conference would make any difference back home. He felt that we were deluding ourselves. I saw anguish in Mr. Haberman. I wanted to hear more.

During the second work session we were given the opportunity to hear from a panel of folks who are deeply involved in innovation.

Hugh Baird talked about the new secondary teacher education program at Brigham Young University. He and his colleagues at BYU have expanded and revised their ideas over the past three years as they continue to bear down on the development of an individualized approach to teacher preparation. They seem to know how to use research for feedback in program planning.

Jim Bixler of San Francisco State gave us a brief look at what happens when a segment of a college really commits itself to work with a school system on a social problem. The SFS-Sausalito Teacher Education Project demonstrates how teacher preparation can be applied to the problems of the disadvantaged.

Fred McCarty helped us learn about the work of Merrill Harmin and others at Southern Illinois University. Mr. Harmin has developed a teacher education program focused on the personal values of the teacher-to-be. Assuming that instructional decisions are expressions of personal values, the college student planning to teach needs to be confronted with his own values and the consequences of value decisions.

Lucille Jordan told us about Atlanta's plan for teacher development. It became clear to me that, when a great school system is serious about using its resources for teacher recruitment and preservice preparation, something is going to happen.

Bill Moore of Bucknell University talked about teacher preparation from a different frame of reference. He, like Fred McCarty, talked about instructional decision making as the key idea for designing training arrangements. But instead of value choices, he focused on problem-solving skills. He said that the teacher is primarily a solver of instructional problems and, hence, an educational research worker. He went on to describe the program of preparation at Bucknell and how they develop research competence.

Brooks Smith (Wayne State University) sketched for us what a teacher education program would look like if the social arrangements were changed, if the college and the school district saw student teaching as a team experience. I noticed that he emphasized shared responsibility, shared involvement, and the sharing of feedback.

I was most impressed with the diversity of ideas presented by this panel. To recapitulate: a program stressing individualization, a program dealing with a relevant social problem, a program confronting students' personal values, a program using school system resources, a program preparing research specialists, and a program using team concepts. (See program descriptions in Chapter 5.)

Next, we heard reactions to ten short papers on "What I Think Student Teaching Should Become." (Ch. 4.) Although the papers were excellent, as good as you will find in the literature and more succinct, I was caught up in the physical complications of the moment—finding the right paper about which the reaction panel was talking, deciphering my notes written in the margins to see if I agreed with the speakers, being distracted by others who were shuffling papers. I finally settled down to listening. Sometimes I have to work hard to get myself to work. I won't review the papers or the comments made by the panel. They deserve better attention. But my one- or two-sentence summary about each goes like this:

Kathleen Amershek pointed to the weakness of joint responsibility in student teaching and suggested giving the entire responsibility to the university and providing the institution with appropriate resources.

Margaret Ammons reviewed the responsibilities assigned or accepted by personnel involved in student teaching and proposed a number of changes.

L. O. Andrews spelled out a phased career scheme for laboratory experiences, recognizing both differentiation of assignment and the developmental nature of teacher education.

Dick Collier gave a statement of policy on student teaching and spelled out a responsible role for the state department of education.

Margaret Lindsey wrote a paper based upon an analysis of future-teacher activity. She sees two new roles for the professional teacher: educational change agent, and student of professional practice.

Hans Olsen called for flexibility in participation experiences so that individual student needs can be met. College-school district collaboration is required.

Bob Reynolds suggested an individualized approach to student teaching which might follow college graduation. His paper supported James Stone's idea of the establishment of Education Professions Institutes. (Ch. 6.)

Don Sharpe analyzed what institutions can and cannot do about changing teacher preparation. He suggested that colleges identify and train specific teaching behaviors.

Brooks Smith applied existential thought to student teaching and decided that improvement requires more contact with the world of feeling, of perceptual experiences, of self-discovery.

Joe Smith urged early student involvement in laboratory experiences to generate commitment and initiative. Programs of preparation should follow commitment.

The next general session was keyed to Jim Stone's paper, "One Step Further." (Ch. 6.) Listening to Jim, I wondered if he was getting tired of playing the role of education professor in a university and the seemingly endless fight for a voice in the faculty senate, for a place in the sun for teacher education. Heaven knows we all have suffered through the useless debates of methods vs. content and the simplistic proclamations of so-called scholars to the effect that "teachers are born, not made." Most of us, however, have not had to endure the "slings and arrows" directed at teacher education that Jim has faced in California.

Would Stone's proposed Education Professions Institutes have any power or prestige with the people? With the academic community? With the legislature? Would not the EPI's have the same problem the normal school had when it appeared?

Obviously, I am not sure that we can solve the problem of institutional irrelevance by establishing another institution. I think we need to make our present institutions become relevant.

The panel which followed Stone were more polite in reacting to his ideas than I would have been (or have been). Rather than speaking directly to his proposals, each panelist seemed to have his own thesis to present.

Thus ends Part I, what I heard at the Conference. Part II will be my personal reactions.

Before raising some basic questions, I will tell you that I spent some time at Bethel, Maine, last summer. You know, learning about me and what makes me tick; working with others in a permissive and supportive atmosphere. I ran into a young man there who had a real influence on me; he was kind of a nut on physical posture. As I talked with him he would move around—and be loose, man. You know, easy and loose. He got me interested in relaxation exercises, and we talked and I practiced. And, man, he taught me how I have relaxed all my life; for the first time I consciously knew about how I unwind. (Maybe it's a bit late for me to learn about those kinds of things.) I told my daughter, a college student, about my summer experience, and she said, "Sure, Pop, didn't you know about that? I learned that last year in physical education." Who ever heard of learning about relaxation in physical education? Not me.

I tell you this so you will know that, after reviewing all my notes and rereading the conference papers, I decided I needed to relax. While in that suspended state, some simple questions came to me and I want to share them with you.

1. How do you help a person be a learner?
2. How do you confront a person with himself—his values, his life style, his learning style?
3. How do you provide appropriate feedback to others—to your students, your professors, your superintendent, your state department person?
4. How do you build support systems so that people can risk?
5. What is success? How can you tell when you have it? What does it feel like?

My guess is that answers to these questions, seriously taken, would revolutionize our educational practices and cause major changes in our institutions and organizations.

You see, I am becoming convinced that our present line-and-staff organizational arrangements are destructive of human beings and are in the way of getting things done.

I am convinced that Frankie Beth Nelson was right when she said we can dream up better social arrangements if we set our minds to it.

I am convinced that Gerald Saling (elementary principal, state representative, Washington) was right, that given the present circumstances, change will not come easily; that bucking the system is discouraging; that if you want to change education by using the power of the state (political power) you had better get your citizens and your legislature on board with what you are trying to do beforehand.

Thus ends Part II. I have entitled Part III—my assumptions and suggestions—"The Last Part."

It finally came to me, after reviewing the conference materials, that the planners operated from three assumptions:

1. Student teaching, no matter how you define it, needs to be improved.
2. The power of the state can be used to do something about improvement.
3. Somehow, some way, state departments of education should assume leadership in improving student teaching.

If you agree with these assumptions and if you really want your state education agency (SEA) to assume leadership, I have some suggestions. These suggestions come from an SEA man calling for your help.

1. Use your influence to get some statewide conferences under way to define the purpose of education, the nature of education, the

public's responsibility for education. Every generation has to redefine the role of the school for itself. (Personally, I like Herb Thelen's idea that the school should model the good society.)

2. Look into the budget of your state education agency. Where has your SEA gotten its staff? How much is the staff paid? How are SEA personnel regarded by school district and university faculties? As you know, institutions usually deserve what they are willing to pay for.
3. Look into the psychological support systems provided SEA people. What sorts of group norms are imposed upon SEA personnel? Can they really swing?
4. Establish graduate internships in SEA's. Have graduate seminars meet regularly in the SEA office concerning state problems. Examine the possibility of joint appointments — part-time university faculty member, part-time SEA supervisor.
5. Examine the SEA's office organization in relation to the persistent tasks and the temporary tasks involved in teacher education and personnel development. For example, how does your SEA deal with (a) program development in colleges, in school organizations, in professional associations; (b) personnel assignment and utilization, career planning, manpower development; (c) professional practices and ethics?
6. Help your SEA staff be flexible and open. Make situations informal. Insist that they be process-oriented.
7. Begin developing a new language for teacher education in place of course titles, credits, and hours. The present language is gobbledygook. Some of us are working at this very hard. It is difficult to create a new language, and we need all the help we can get.
8. Work to get your SEA involved in pilot project development. The Education Professions Development Act is helping to bring this about.
9. Work to make student teaching and personnel development legitimate expenditures for public funds. This may require the licensure of student teachers and supervising teachers.
10. Share your ideas about student teaching with others, both in-state and out-of-state. Keep your SEA people on board.

CHAPTER ONE

The Revolution Explosion

Frankie Beth Nelson
Assistant Professor of Education
Queens College, New York

As an anthropologist, I am keenly aware that man, with his cultural inventions, can conceptualize change in infinite forms. Some men in different times and places have believed that change was bad, others have ignored it, and still others have fashioned elaborate myths to explain it. Only history can prove or disprove whether we are doing the same because we value change and have deified it as a very abstract and sophisticated god (whichever side we fall into from that temporal divide in our society which separates those who remember when change meant "progress" from those who induce it through "revolution").

My own hopeful (but I hope not hopelessly Utopian) view is that we may be the first men willing to try to live with change in a realistic fashion and to deal with it with the tools we have already built and the social inventions we have yet to devise. Obviously, I am not one of the social scientists who rattle doom by saying that man has so exponentially accelerated change that it has surpassed his capacity to adapt to (or even cope with) it. I do not believe that we have capitulated to chaos; I believe we are actually temporary victims of our own good fortune. Victims unfortunately are characterized by their subjection to meaninglessness, lack of commitment to the ongoing system, and alienation.

In order to see what we are victims of, let us try to locate the source of the revolution explosion in our civilization.

Part of the conventional wisdom of anthropology is to look at technological change as the basic determinant of all other changes. In the way we think about it, technology sets off the revolutions that occur in the economy, in politics, in art, in social organization, in the society's world view, even in the individual personalities within the society. In our own society, when we search for the source of our revolution explosion we find it in *automation* (or cybernetics, if you prefer).

Automation has had, is having, will have a profound effect on some basic questions of economics in our society. One of these questions is, "Who does what?" Many people today are as yet unable to grasp the first basic implication of automation for our future which is that a very small proportion of the population is going to be required to produce the things humans need. A war economy and a paradoxical "forced-voluntary" removal of people from the labor market have shielded us from the knowledge of the obsolescence of salaried employment. I wonder, along with Michael Harrington, what would happen if "peace should break out in Southeast Asia." For the purpose of shocking you, I suggest you contemplate the prospect that within a generation perhaps as few as 5 percent of our population will be able to produce the material goods necessary for our existence. I do not believe we will be able to hide behind the curtain of ignorance until the other 95 percent are on the welfare rolls, although we certainly are not free of the sentiment that "if *they* really wanted to work, *they* could get a job." I am not seer enough to predict just how we drones will be supported while the other 5 percent work to provide for us, but I would like to suggest some alternatives before the day we have a manpower statistic of 5 percent producers, 47.5 percent relief recipients, and 47.5 percent social workers — the day, that is, when the strike is over and the case load is reduced.

All social systems face the problem of allocating their resources. Simple hunting and gathering societies expediently distribute their usually sparse resources on the basis of kinship. Since all the people of such a society live together and all are kin to one another, all share in the hunter's bounty. Among the pre-European Australians, according to Raymond Firth, a hunter divided a kangaroo, giving the left hind leg to his mother, the tail to his father's brother's son, the loins and fat to his father-in-law, the ribs to his mother-in-law, the forelegs to his father's youngest sister, the head to his wife, keeping the entrails and blood for himself. Doubtless, he wished his brother well so he could collect his own rump roast.

As man's technology grew more sophisticated when he invented agriculture in the river valleys of the Nile, Tigres-Euphrates, and the Indus, he also evolved a new distribution mechanism which allocated resources by bringing them into a central store from where they were redistributed. Neolithic Man did this by inventing gods that required sacrifices of their crops or some portion thereof. Those of you who have read V. Gordon Childe's *Man Makes Himself* know how the gods' clerical armies ate the sacrifices while they invented writing, arithmetic, defense systems, irrigation systems, and even monarchs — converting the farmers' surplus into the foundations of this globe's civilization. Much later, man invented the market economy, but recently we seem to have depleted the elaborate mythology of supply and demand, gross national product, disemployment, and other select jargonese of the economists. We seem, indeed, to have returned to a redistribution system, whereby symbols of our resources are gathered in by the clerical army of the Internal Revenue Service and redistributed to the poor by an army of social workers.

This brings us to the second basic economic question, "Who gets what?" We seem, in the curious indirection of our political system's social decision making, to have decided not to let the population starve, as witness the recent furor over reports of starvation in some rural counties, but we seem to be unable to accord any dignity to those whose lives we save.

We, too, have an embarrassing surplus that boggles the logic of today's market economy to solve. The more goods we produce, the more profit the managers have to invest in devices that do away with human labor, the more labor is displaced to join the ranks of the unemployed, resulting in fewer consumers who are able to consume the goods the machines produce. Our over-producing society is slowly coming to realize that our shortage is not products but consumers. So, we divert an unbelievable amount of manpower to creating the desire to consume and reap the curious results of insurance companies paying for the products taken in riots that were accidentally made attractive to a group who cannot afford to buy the goods but who the producers require to have their products consumed. So we go on pretending that our resources are so scarce we can give them only to those on salaries who work hard at a job to acquire them. This sort of social calculus may have motivated industrial man to work hard, but the amazing reality that some economists are beginning to whisper, that tops even the unbelievableness of the 95 percent unemployment figure, is that *money is obsolescent.*

Money, according to some economists (especially that contemporary Amos, Robert Theobald), is a rationing device for allocating and distributing scarce resources. We already see signs of this impending phenomenon among the still enfranchised middle class in the form of extensive credit. A student of mine, recently employed as a sales clerk at Macy's, reports that she worked there for three days before any cash passed through her hands. Research reports that we can soon withdraw amounts by telephone through an electronic device that can recognize one's voice more accurately than bank clerks identify signatures. Some social philosophers who are aware of this state of affairs ask, "Might we not want to regard minimal nutritional materials as, let's say, a public utility?" I don't think that many of us believe we should answer "Who gets what?" with a reply that would give less than enough to sustain life for everyone. Yet, is merely sustaining life to be our goal? What is the quality of life to be sustained? And who decides?

I happen to be from a time and place which experienced much of the irrationality of distribution of resources. The rural community that I grew up in had scarcely survived the Depression, with its cattle-slaughtering, plowing-under, and the introduction of scientific farming (when any damn fool knew you should plant your crops by the signs of the moon, go to church when it doesn't rain, and plow a straight furrow). We even survived World War II, which recruited the damn fools to build or fly airplanes and they somehow strayed off to all the Levittowns around the country. A more severe crisis followed soon after in the form of a rich oil pool which somewhat irrationally created millionaires virtually overnight. They were the lucky ones who had a paper that said they owned the dry air, the prickly pear, and the plumb-sorry ground above that pool of oil. I recall that our closest neighbor was made to look most ridiculous to people outside our small folk society when *Time* magazine printed what she said to a smart-alecky reporter. He had asked her what she planned to buy (presumably with her almost-one-million). She answered candidly that she'd like to have new kitchen linoleum. I remember her, especially, because she harbored a particularly dogged belief that her children had never amounted to anything because "We're so poor." Some of her children later led very interesting lives once they did not have to invest their energies in hiding behind the excuse of poverty. So, too, I believe that entire societies can choose to whine. But I would like to see our society give up its excuses, its pathological defenses, and move into the courage of devising new ways to motivate people. Nobody with any sense ever went to the marketplace to find humane values. Although, on reconsidering, I would not be surprised if the marketplace did not spawn the single most dominant value of American society: the commitment we have to the value of hard work.

I am reasonably sure that Wallace's supporters are those who truly believe that *if* people really wanted to work they could get jobs and not go on welfare. These voters are, I suspect, the very yeomen that Jefferson envisaged as intelligently running their democracy. How can this yeomanry be disabused of what they really know — that hard work is a value and is a good thing? I am not brave enough to tell the Wallace supporters that they are overly committed to a currently dysfunctional sentiment about hard work. Nor am I belittling the effectiveness of the idea in motivating people to do the tasks that had to be done in order to build our great society. Is there a way to get people to "go along" and do the society's tasks without indoctrinating them to slogans about hard work? In our age of revolution we tend to deplete the social utility of any slogan and its attendant ideology long before we discover its flaws of logic, truth, and beauty, e.g., the eternal verity of hard work. Since Jefferson's yeomen seem irrelevant to our dilemma, let's move forward to a supposed golden age of our Western civilization. Robert Theobold and Gerard Piel favor ancient Greece as a model for self-employment, where every citizen went to the senate to deliberate on the political questions of their day while their slaves did the drudgery. Our drudgery could be taken over by machines if we choose to free man from labor. I have wondered if those ancient senators ever talked about the negative income tax, because their political system was eventually overthrown by the slaves, who were denied participation and had no motivation to perpetuate the social system. So, "Who gets what?", while perhaps not solely an economic question, takes on less importance than the political question of "Who decides who gets what?" The education department of my college is currently learning from the events in Ocean Hill-Brownsville which our political science department had the courage to set in motion in order to generate some new solutions. This while the education department had been sputtering about cultural deprivations, public rather than formal language, and cognitive deficiencies.

One of the major preoccupations of social scientists today is uncovering the evidences of the paternalistic deceits (unintentional and unaware, to be true) that have clouded the essential exploitiveness of our social system. I trust these deceits were a function of scarce resources when money was a rationing device and will be laid aside now that we do not need to play counting-out games. The school's favorite counting-out game of scientific testing is due, I predict, for a great deal of rude scrutiny by some newly enfranchised parents who fortunately were never thoroughly socialized into the scientism of the logic that ability to distinguish between green squares and red diamonds should determine one's adult chances to live the good life. One can only mourn that the winners of the political struggle for the good life have so little of substance for their reward. I am not opposed to science teaching in the schools — any informed citizen must know a great deal about it. Yet, could not our schools also address themselves to the "good life"? And I do not mean the imposition of a single ethnocentric group's definition of it that gets reflected in art and music appreciation courses, based as they are on the notion of relieving excessive leisure. And please do not dismiss my idea as that of an eccentric Utopian who envisages a legislated, proletarian art renaissance. (As a refugee from folk society, I do not share the romanticism that arts and crafts make people any better. Rumplestiltskin comes to mind as a weaver with a rather mean reputation.) Yet, hopefully I cherish the idea that some participation in the arts might be the link between our hard work ethos cum drudgery and the pleasure of "work" for individual fulfillment and satisfaction. Would that the schools could restore the early Progressive's notions about expressiveness and creativity. At best we might develop an aesthetic environment commensurate with our technology and at worst make people look twice at the trash they acquire from the machines.

Lewis Mumford has spilled polemic enough to convince us of the cheapening effect of humaneness in the congested megalopolis, where crowding prevents firsthand participation; but I would say that, with social sciences such as urban ecology and ekistics, why not plan environments that would foster a wide range of aesthetic pursuits consistent with the liberated drudge's developing interests — such as Hoving's introduction of bicycle riding in New York?

Although not all of today's social scientists would share my vision of everyone doing their own thing, we all concur on the short-range future that awaits us, which is membership for the individual within a large, formal, complex organization. There is a growing outcry by a group of neo-Populists who are asking interesting questions, such as:

> "Why must such organizations be so bureaucratic, authoritarian, and mean in their denial of human dignity, both to their members and to clients?"
>
> "Why cannot organizations be flexible? Give early feedback of malfunctions?"
>
> "Why can't steep hierarchies be done away with?"
>
> "Why can't people be organized to give them psychological space and autonomy to develop their own intelligent response rather than be stifled by a supervisor's?"

The neo-Populists cite research studies that overwhelmingly indicate higher performance whenever supervision is minimal or absent.

Community development activities around the globe are aimed at revitalizing the apathetic poor who have resigned from involvement where the Establishment has proscribed their participation.

As I have reviewed this literature I am struck anew with how uncongenial the bureaucratic model of social organization is to Americans. Bureaucracy is the product of the military, and we all know that Americans are largely products only a generation or two removed from isolated homesteads. Our past history is ample testimony for our distaste of authoritarian control. I suppose we got trapped into the bureaucratic morass that threatens our savoir faire as a civilization today. Because of our ignorance we succumbed to the myth of the expertise of the experts. Today, however, the prospect of computer utilities means that no one expert corners the market and the power of knowing something no one else can—I'm sure you all know bureaucratic virtuosos whose thralldom consists of knowing whom to call in the finance department to locate a piece of paper lodged in someone's in basket. Too often the experts have only imposed their own limited view to the impediment of new ideas. Personally, I feel that such is the case in education—that young teachers turned loose to innovate are more successful in the Teacher Corps because they don't know enough to realize that the Establishment believes certain things are impossible.

About all I can say of the world view that is to come from the automation revolution is that it will have to be kept open-ended to account for our unfinished and unpredictable future. We will probably never again know the comfort of a metaphysical philosophy and will always live with the relativity of truth. This means that we will have to relinquish our myths about the eternal verity of our present sentiments concerning hard work, thrift, sex, private property, and cleanliness.

Which brings us to the individual. Some avant-garde psychologists today believe that man cannot survive in the environment he has created without a fundamental change in his nature. What kind of individual personality traits will be most functional in our automated age of vast leisure, unlimited resources, and shifting truth? We know that the new man will change easily, that he will have to live in close contact with our burgeoning population, that he will have to have the courage to change organizations rather than permit the organizations to enslave him (which suggests the old antiauthoritarianism of the earliest Americans), and above all, that he will be educated. His education, I believe, will have to make him far more logical and highly skilled in symbolic manipulation than most of mankind today.

More important, he will have to use these skills to build the meaning within his own inner resources that the meaningless world will have for him. He will have to delve further into his consciousness than any man before ever has. I suspect he will indulge in introspection more than Americans ever have before—indeed, this will be a new departure for our society of action. He can no longer indulge himself in action without contemplating its meaning. Especially, he will have to desist from the action that up until now has distracted him from full self-awareness and self-fulfillment. In other words, individual man will have to motivate himself by generating his own involvement in what he perceives as being important for fulfilling himself. I believe with Robert Stone that in this way he will not have to "disappear into the grim fantastic" but can reach his true measure for humanity.

CHAPTER TWO

Student Teaching: The State of the Art

E. Graham Pogue
Director of Student Teaching
Ball State University, Indiana

Formal education in the United States is a tremendous enterprise. It represents the major effort of an extremely wealthy and complex society to maintain its status and to achieve its aspirations. Each year over two hundred thousand new teachers are needed to keep this enterprise operating. Obviously, the quality of these new teachers has much to do with the effectiveness of formal education. These new teachers, along with their colleagues, exercise almost complete discretionary authority in determining how our children shall be educated. Their decisions and actions determine whether the immense expenditure of time, effort, and money on our school system is a good investment or merely an irrelevant and outdated ritual, tolerated because schooling is thought to be good for our children.

The education of teachers, then, merits the concern and effort of our most thoughtful people. Possibly no other social enterprise is so crucial to our continued well-being as a nation in the modern world.

Of all the components of a teacher education program, the element considered most vital and essential is student teaching. Follow-up studies of beginning teachers reveal that student teaching was the most valuable course in their preparation programs. Superintendents and employing officials look to the student-teaching record as a major factor in the selection of new teachers. State licensing boards for teachers universally require student teaching as a part of their certification standards. The American Association of Colleges for Teacher Education and the NEA's National Commission on Teacher Education and

Professional Standards have made major efforts to improve programs of student teaching. Even such diverse critics of teacher education as James Conant and James Koerner agree that student teaching is a necessary element in a good teacher education program.

As flattering as it may be to work in a program of high social merit, most directors of student teaching realize they are facing some very difficult problems. It is these problems and the efforts of institutions to cope with them that are the subject of this paper. The order in which the problems are listed has no particular significance. They are presented in the approximate order they arise as one becomes more deeply involved in the student-teaching program.

Problem I. What Is a Desirable Sequence of Student-Teaching Experiences and How Can It Be Scheduled?

Student teaching is a rather disruptive element in the college or university schedule. Most institutions of higher learning schedule classes for one hour, with occasional laboratory periods of two or three hours. Until recently, institutions tried to make student teaching conform to this schedule. Students were assigned to classes in a nearby school for one period each day. They hurried to their student-teaching assignment, taught the class, and returned to the college for their next class. This plan had the merit of causing a minimum disruption of the college schedule. Although some institutions continue to follow this pattern, it has been generally condemned as deficient, if not actually misleading, in that it does not provide the student with an adequate concept of his role as a teacher.

Most institutions have met this problem by adopting what is called a "block plan" or "professional semester." [1] In this arrangement the student is freed from other college responsibilities and spends a period that varies from four to eighteen weeks participating all day in a student-teaching assignment. Such a program is generally regarded by those close to student teaching as vastly superior to the "run-in-and-run-out" plan described above.

Student teaching is generally scheduled during the senior year. In the opinion of most student teachers and professional educators, the experience should come earlier in the curriculum. When taken earlier, it helps students decide whether they really want to be a teacher and motivates and directs their subsequent study. A number of logistic considerations make this difficult to accomplish. If anything, the tendency has been to delay student teaching until after the completion of four years of college study.

---

[1] For more precise data, see: Johnson, James A. "A National Survey of Student Teaching Programs." U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research Project No. 6-8182, Grant No. OEG 3-7-068182-2635; 1968

The value of many experiences with children and young people prior to student teaching has long been recognized in teacher education. Some normal schools introduced such experiences as a part of the preparatory program almost a century ago. It remained, however, for the Flowers report, sponsored by the American Association of Teachers Colleges (subsequently the AACTE), to elaborate the need for a systematic sequence of direct experiences with young people in school and community settings as an essential part of the teacher education curriculum.[2] In this report, "professional laboratory experiences" was used as an inclusive term to designate all the direct experience with children, youth, and adults that should be provided for students preparing to teach. Student teaching became only one aspect of the sequence. The terms *prestudent-teaching experiences* and *poststudent-teaching experiences* were introduced with obvious denotations.

The vigorous efforts of the AACTE and the Association for Student Teaching to implement the recommendations of the Flowers report were effective in bringing about some fairly substantial changes in the program of professional laboratory experiences. The major developments may be summarized as follows:

1. Laboratory or campus schools were utilized more intensively for prestudent-teaching laboratory experiences and much less commonly for student teaching.
2. The movement toward scheduling student teaching as a full-time experience over a period of weeks and away from one- or two-hour daily assignments was accelerated.
3. Community agencies and neighborhood schools were used to a greater extent for prestudent-teaching experiences.
4. Relatively minor advancements were made in poststudent-teaching laboratory experiences.

About the same time these changes in the sequence of professional laboratory experiences were taking place, the Ford Foundation launched the Arkansas Experiment to promote fifth-year internships for prospective teachers. This program was conceived as a substitute for, rather than an addition to, the sequence of laboratory experiences advocated in the Flowers report. Without reviewing the ideological conflict that was waged over this plan, it is worth noting that several teacher education institutions developed internship plans during the Depression years of the 1930's when there was an oversupply of teachers. These programs followed a regular student-teaching experience and were viable as long as there was a supply of unemployed prospective teachers willing to work for a small stipend with the expectation that the experience would enhance their opportunities for employment in following years. No supplementary financing was needed. With the advent of World War II, these programs were discontinued for obvious reasons.

---

[2] Flowers, John G., chairman. *School and Community Laboratory Experiences in Teacher Education.* Oneonta, N.Y.: American Association of Teachers Colleges, 1948. 261 pp.

Today there is widespread acceptance in professional circles of the need for internship programs in the preparation of teachers. There is less agreement as to how such programs should be fitted into the total sequence of professional laboratory experiences. Some doubts exist as to the feasibility of internship programs of sufficient size and scope to accommodate the large number of new teachers needed in our schools each year.

Several teacher education institutions in Michigan have developed internship programs as an integral part of an extended sequence of laboratory experiences.[3] Most of these programs have been developed for students preparing for elementary teaching. Difficulties are encountered, both in scheduling and in placement of the interns, when a similar sequence of laboratory experiences is being designed for large numbers of students preparing for teaching in secondary schools.

Most internship programs at the secondary level are small, rather heavily funded operations designed to encourage liberal arts graduates without preparation in professional education to qualify for teaching positions. As these programs expand in size they become difficult to manage. When it becomes necessary to place interns at some distance from the college campus, the problems of providing for adequate supervision and related professional study become quite complex. The State of Wisconsin appears to be an exception.

The Wisconsin Internship Program deserves careful study.[4] The number of participants in the program has grown markedly in the past few years. Some reports indicate that the internship takes the place of student teaching. If so, the plan for supervision of these interns and the necessary compromises in the execution of this plan need to be examined. Perhaps it represents a model of statewide cooperation in teacher education that other states might emulate.

---

[3] Nash, Curtis, and Alterman, Rolland. "The Central Michigan University Project Presentation." *Research and Professional Experiences in Teacher Education.* Bulletin 20. Cedar Falls, Iowa: Association for Student Teaching, 1962. pp. 55-58

[4] University of Wisconsin, Madison.

The value of an extended sequence of professional laboratory experiences is clearly recognized by those who work intimately with student teachers. The practical difficulties in developing a satisfactory sequence have tested the ingenuity of those responsible for the program.

Problem II. How Can the Efficiency of Learning in Professional Laboratory Experiences Be Increased?

The increase in scope and sequence of the professional laboratory experience program described above is not without its hazards. The time spent in these experiences may be vastly out of proportion to the actual learning that takes place. It might be possible to develop simulation devices which not only would reduce the amount of time devoted to professional laboratory experiences but would also give greater assurance that the desired learnings have taken place. If so, how and where should these devices be used in the professional laboratory experience program?

Institutions that have hoped to solve part of the problem of providing professional laboratory experiences by installing closed-circuit television to pipe actual classroom situations into college classes have generally been disappointed with the results. Better results have been obtained with video tapes or motion pictures presenting problems to which the students must react. The Oregon project for sequential showing of classroom scenes in terms of the viewer's response appears to have merit, although beset with some technical difficulties.[5] The Science Research Associates Simulated Teaching Packet may have value for promoting in-depth study and reaction to an ongoing classroom situation.[6]

The Stanford University Microteaching Project for the development of specific teaching skills comes near to the reality of classroom teaching.[7] Students have the opportunity to practice certain identified teaching skills with a small number of pupils. Video-tape replay permits them to study their performance and to attempt to improve their next presentation. The rationale of microteaching is in marked contrast

[5] Twelker, Paul A. "Simulation Applications in Teacher Education." Salem: Oregon State System of Higher Education, Teaching Research Division, n.d. 22 pp. (Mimeographed)

[6] *Teaching Problems Laboratory*. Chicago: Science Research Associates.

[7] Kallenback, W. W. *Microteaching as a Teaching Methodology*. Conference on Instructional Methods and Teacher Behavior. Laboratory for Educational Research Development, 1966.

to the beliefs of educators who are more heavily committed to the attitudinal and emotional aspects of teaching, but it may be possible to effect a combination of these seemingly contradictory points of view.

At this stage of our professional development, simulation techniques offer great promise, but their actual utilization has not progressed very far.

Problem III. How Can Satisfactory Facilities for Student Teaching Be Provided?

As noted above, few, if any, teacher education institutions conduct their student-teaching programs in campus-controlled laboratory schools. Instead, the assignment of student teachers has been to an ever-widening circle of public and private schools around the campus. It is now quite common for student teachers to be assigned to schools one hundred or more miles from the college or university they attend.

On the whole, this move has been very beneficial to teacher education. The most valuable outcome has been to demonstrate to a large segment of the teaching profession that the responsibility for teacher education is not confined to institutions of higher education alone but is a responsibility that must be shared by the entire teaching profession. Some of the benefits derived from the greater awareness of this responsibility have been (a) greater interest and efforts by professional organizations to improve the quality of teacher education programs in the colleges and universities; (b) more encouragement by classroom teachers and guidance workers of high school graduates with good teaching potential to attend institutions with high-quality teacher education programs; (c) local efforts by supervisors and administrators to improve the quality of the student-teaching programs in their schools; and (d) greater recognition at the local level of the need for better programs of in-service education for the student teachers as they move on into their first year of teaching.

As the radius of the student-teaching area has increased, there has been much overlapping of areas where two or more teacher education institutions have assigned student teachers. It is not at all unusual for ten or twelve such institutions to be using the same public school system. This creates some problems.

First, lack of continuity develops in the use of supervising teachers. Usually school officials accept student teachers on a first-come, first-served basis. Consequently the colleges are not able to maintain a stable corps of supervising teachers. There is little opportunity for supervising teachers and college representatives to learn to work together comfortably and effectively. The college representatives experience great difficulty in making any effective impact on the quality of the student-teaching experience.

In addition, the programs of student teaching vary a great deal from one institution to another: the starting dates, the number of weeks to be spent in the school, the rate of pay for supervising teachers, the recommended procedures for conducting student teaching, the philosophy of supervision, the amount and quality of prestudent-teaching laboratory experiences, the amount and quality of supervisory assistance provided by the college or university, the educational qualifications required of the supervising teacher — all these aspects and many more. To quote from a recent national survey:

> *Student teaching assignments range from 6 weeks at some schools to 18 weeks at others; total clock hours spent in student teaching range from 180 hours to over 500 hours; payments to cooperating teachers range from nothing to several hundred dollars per student teacher; some institutions would not think of having graduate students supervise student teachers whereas at other institutions over 90% of the supervision is done by graduate students.*[8]

This diversity leaves conscientious school administrators who desire to provide high-quality student-teaching experiences in a quandary. How can they conduct a good orientation program for student teachers when students report from different colleges and universities on dates that may be strung out through the entire semester? How can they conduct an in-service program for supervising teachers when the expectations of the officials in the preparing institutions differ? How can they explain to a supervising teacher why he receives for his services less than half the amount paid to the teacher next door whose student teacher comes from a different institution? What action should be taken when a student teacher is failing to perform satisfactorily? From the viewpoint of the public schools the situation appears chaotic.

As student-teaching programs have spread out to include more and more schools, the need for rethinking our organization for student teaching becomes more critical. It is obvious that a cooperative effort is needed. But how is this cooperation to be achieved?[9]

---

[8] Johnson, *op. cit.*, p. 52.

[9] Joint Committee on State Responsibility for Student Teaching. *Who's in Charge Here? Fixing Responsibilities for Student Teaching.* A Discussion Paper. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966.

Problem IV. How Can Adequate Supervision from the Colleges and Universities Be Provided?

As noted earlier, supervisory loads of the college or university representatives may vary from less than five to nearly one hundred student teachers. In fact, some college supervisors make no pretense of visiting their students during their student-teaching assignment.

Furthermore, the arrangements for supervision may vary a great deal among the institutions assigning student teachers. At the most general level, one college coordinator visits all student teachers from the institution in a given geographical area. He may have his residence on the campus and drive to visit his student teachers, he may have a permanent residence in the geographical area he serves, or he may take up temporary residence at a student-teaching center during a period of student teaching.

At a more specialized level, special subject supervisors visit and supervise only those student teachers in their area of specialization. Usually these supervisors reside on the campus and drive to visit their student teachers. (Conant has used the term *clinical professor* to apply to these supervisors and endowed them with almost supernatural powers and instant status which, if realized, would solve many problems of teacher education. His recommendation may be similar to our tendency to envision the all-wise guidance worker as the ultimate solution to all problems of common school education.)

Sometimes general supervisors and special subject supervisors work cooperatively. In such cases, the general supervisor usually takes over the administrative responsibilities for the program and the special supervisor makes one or more visits to the students majoring in his field.

Finally, the practice of team supervision is coming into favor in some institutions. In this plan, a team of specialists made up of representatives from the fields of methodology of teaching, educational foundations, the subject disciplines, psychology, and others work together to improve the work of the student teacher and classroom supervising teacher.

The problem of the director of student teaching is twofold. First, he must secure supervisory personnel qualified to work effectively with student teachers. Then he must arrange to use their services efficiently.

Securing qualified personnel presents some difficulties. While many capable individuals enjoy working with student teachers, the realities of the supervisory work often discourage them. In the first place, either they are forced to spend much of their time driving to and from schools situated at some distance from the campus or they are compelled to take up residence at a center away from the campus and to sever their other connections with campus life. If their loads are heavy, they develop feelings of ineffectiveness, guilt, and lack of satisfaction with their job. After a short time they seek positions teaching classes on campus or go in for the more heady opportunities in the world of government or foundation grants.

The problem is accentuated by the low status sometimes afforded student-teaching supervisors on college and university campuses. Supervision of student teaching is often relegated to doctoral students. As these candidates complete their degrees, they are inclined to look askance at opportunities to supervise student teachers at institutions trying to uphold the status of these positions. Those who do go into supervision often find that little reward comes from being a good supervisor. The more visible research, writing, and promotional activities hold far greater opportunities for professional recognition on a college or university campus.

There are, of course, a great number of public school supervisors and administrators who would make excellent supervisors of student teachers. But unless they are ready to retire, the realities of status on the campus and the compensation deriving therefrom act as deterrents to securing the services of these potential supervisors.

Arranging to use supervisory personnel efficiently is a major problem of the institution. If supervision is to be done from the campus, a great deal of the time of relatively well-paid personnel is consumed in driving to and from the student-teaching assignments. To the degree that this supervision becomes specialized, the time wasted in travel is increased: instead of one supervisor traveling to the school in which student teachers are assigned, three or four specialized supervisors may need to make the same journey.

A further problem in the efficient use of personnel develops in determining what the role of the supervisor should be. If this role is conceived to be that of working primarily with the student teacher, then he must return term after term with little permanent improvement in the student-teaching situation. Greater efficiency and long-term benefits would appear to accrue from his working with the classroom supervising teachers and administrators. In most cases, the supervisor probably does a little of both. This is an area, however, in which role expectations are not clear. Expectations vary from school to school and from one college campus to another. The role of the college supervisor needs to be clarified.

Problem V. How Can Student Teaching Be Adequately Financed?

Good programs of student teaching are relatively expensive. Costs include payments to supervising teachers that may vary up to several hundred dollars; salaries of college and university supervisors which, with reasonable supervisory loads, will amount to more than $300 per student; travel expenses for supervisors and occasionally for student teachers; in-service workshops and conferences for supervising teachers; printed guidebooks and other materials for use in the program; and administrative overhead. The teacher education institution must determine how much it is willing to spend on the student-teaching program and how the funds are to be obtained.

Opinions differ as to the appropriate source of funds for the conduct of the student-teaching program. Some would contend that the public is the beneficiary of good programs of student teaching and, consequently, that the program should be largely subsidized by public funds. Of course, such funds are usually not available to private institutions. Recognizing the apparent injustice of this situation, a few states bypass the teacher education institutions and appropriate funds directly for the support of student-teaching programs. The issue involves some philosophical questions as to the nature of public and private responsibilities in our society which are as yet unresolved.

In practice, most institutions derive funds for student teaching in whole or in part from student fees. This practice is justified on the premise that it is the student who benefits in terms of additional income in later life.

Fees may be imposed either as a regulatory device or as a means of defraying the high costs of student teaching. When used as a regulatory device, it is customary to impose a nominal fee of from $25 to $50 in addition to regular tuition fees to prevent such practices as enrolling in student teaching with no intention of entering teaching, transferring to the institution for a short time to take student teaching because the costs are higher at the institution of original enrollment, and capriciousness in withdrawing from student teaching a short time before the term begins. Where student fees are imposed primarily to defray the cost of the program, it is customary to charge the student the amount paid to the supervising teacher, in addition to the regular tuition.

For the most part, student-teaching programs have not been recipients of federal funds. Only 40 of 847 institutions participating in a recent study reported receiving grants for research in student teaching during the past two years. The mean amount received by these 40 institutions was $61,430.[10] This figure may increase if funds are appropriated for implementation of the Education Professions Development Act. But until such time as funds are forthcoming, it is likely that individual state governments will have to bear the cost of any major thrust to improve the quality of student teaching within state boundaries.

Problem VI. What Can Be Done To Improve the Student's Teaching?

In practice, much classroom supervision is carried on by intuition. The efficacy of this supervision depends almost entirely on whether the intuitive capabilities of the supervising teacher and college supervisor are appropriate for the situation that exists. To overcome the rather haphazard quality of supervision that results, two contrasting theories of supervision have developed.

One theory would hold that teaching is subject to scientific analysis. Early attempts to apply this theory led to the development of innumerable checklists and rating scales to indicate the presence or absence of some element that was thought to be essential to good teaching. For the most part these elements were normative and produced instruments of very low reliability and validity. Recently, attempts have been made to develop new concepts that are descriptive of what teachers actually do in the classroom. Much attention has been focused on these relatively new tools for intellectual analysis of classroom teaching.

As yet, these newer concepts have been little used in the supervision of student teaching. Flanders' technique of interaction analysis is perhaps the most widely known and simplest to use. A recent survey shows that it is used "a good deal" or "extensively" in only 10 percent of student-teaching programs.[11] Utilization of Taba's "teaching strategies" is reported as only 5 percent for similar categories. While no figures are available, it is likely that Smith's "logical aspects" and Bellack's "teaching moves" have seen little practical application in student-teaching programs. As yet, the potential of scientific analysis of teaching appears to be largely unrealized in student-teaching programs.

In contrast to the scientific-analytic study of teaching is the approach that emphasizes the uniqueness of teaching situations. It places major emphasis upon the emotional aspects of teaching. Given a teacher with strong commitments to the potentialities of the learner, to the use of intelligence in solving problems, to the need of children for emotional support, to the importance of what is being taught, to the conviction that teaching is the most important profession in our society — given this strong drive to use the teaching situation for the benefit of the pupils — the teacher will find many more ways to achieve his goals than could possibly be taught him in the study of the science of teaching.

---

[10] Johnson, *op. cit.*, p. 25.

[11] Johnson, *op. cit.*

This point of view leads to a different emphasis in the supervision of student teaching. Supervisors with this point of view place little stress on methods of teaching. Instead, they are concerned with the feelings and emotions of the student teacher. They lead the student to examine the feelings that underlie certain teaching behaviors. They try to provide experiences that will lead to greater empathy with pupils. In short, they try to produce in the teacher a dynamic force which reacts upon the personalities in the classroom in many unforeseeable and unpredictable ways to help the pupils grow into more effective human beings.

Which of these two contrasting viewpoints of supervision is more effective? We don't know. Perhaps it is merely a matter of sequence. Until the motivations, the emotional aspects of teaching, are harmonized within the student teacher, a more scientific-analytic study of the teaching process is not likely to be fruitful. After this has been accomplished, the student teacher may eagerly seek all the scientific-analytic help he can find.

Problem VII. How Can the Student-Teaching Program Be Utilized To Bring About Innovation and Change in Educational Practices?

In theory, our most intelligent critics and students of education make up the faculties of our teacher education institutions. Prospective teachers studying under their tutelage should learn new and better ways of teaching. Student teaching should provide the opportunities to test these ideas in practice. How well are we accomplishing this objective in student teaching?

Most student-teaching programs probably tend to be quite conservative and to reinforce the status quo in educational practice. These aspects of the problem need consideration:

First, student teachers are usually placed with supervising teachers who are considered to be good teachers. These good teachers are encouraged to, and to some extent do, give the student teacher some degree of freedom to try out his own ideas and to develop a style of teaching fitted to his individual personality. In practice, however, the range of variation from the established pattern of the supervising teacher is likely to be quite limited. Both the student teacher and the supervising teacher feel more comfortable and get along more harmoniously when they use similar classroom procedures. The result is a tendency to reinforce established teaching practices.

This is not to say that no changes are introduced by means of student teaching. Many supervising teachers like to have student teachers. They say, "I get so many new ideas and can keep abreast of new developments in my field." Nevertheless, the fact remains that student teachers, by and large, tend to imitate their supervising teachers.

A second type of problem arises when an attempt is made to introduce new subjects into the school curriculum. The schools can find few qualified teachers for these subjects. The teacher education institution, in turn, is faced with the dilemma of finding good supervising teachers in these subjects with whom to place their student teachers. The resulting stalemate tends to retard the development of many highly desirable programs. Very few states have agreed upon a procedure for eliminating this bottleneck.

At a more fundamental level, student teaching is the victim of the educational system. Schools are ongoing institutions with fairly well-defined role expectations that new teachers must be prepared to fill. But what if the system itself is faulty? Some believe that the school as we have known it is simply not an effective organization for educating deprived children. Are we guilty of what Warnette has described as "professional deformation" and Veblen has referred to as "producing trained incapacity"?

Certainly, one's point of view on whether the student-teaching program can be used effectively to bring about innovations and change in the schools depends upon his perception of the extent of change that is needed.

The problems I have raised may lead some readers to believe that student-teaching programs are beset with insoluble difficulties. Perhaps so, but the fact remains that very few states have made a concerted effort to attack these problems. The almost universal requirement of student teaching for state certification and its demonstrated importance for the development of good teachers indicate that a major attack on these problems would do much to improve the quality of teacher education.

CHAPTER THREE

A National Survey of State Practices and Trends in Student Teaching[*]

Mary Bullock Hess
Director, Reading Center
Ricks College, Rexburg, Idaho

In this steadily advancing technological age, the competence of any professional worker reflects, prominently among other factors, the adequacy of his preparation. And as society becomes more complex, our focus on the preservice program continues to sharpen, as does also our increasing concern about professional growth throughout a lifelong period of service. Thus, with more than two million teachers now employed in the public elementary and secondary schools, this largest of all professions requires continuous examination of the agencies involved in and the procedures necessary to undergird a never-ending improvement of educational service to the youth of the nation.

With the growing realization that the cost of public education must be more equitably distributed among the several levels of government—that the state's role must be more clearly defined—comes a corresponding concern about the role of the state agency in standards and provisions for preservice preparation of teachers, particularly in that important laboratory experience commonly known as student teaching.

Every state, through its constitution, has final responsibility for and authority to prescribe the broad principles of both financing and control of its public school system. Over the years the state legislatures (many times grudgingly) have delegated measures of this responsibility and authority to a "state department of education (or public instruction)." The assumption of leadership by these agencies, along with their encouragement of cooperative efforts by colleges, universities, and professional groups, has been highly irregular and sometimes torturously slow.

---

[*] Summary of a study done in partial fulfillment of the doctor of education degree at Brigham Young University, Provo, Utah. The summary was prepared with the assistance of Ray C. Maul, a former staff member of the Research Division, National Education Association. The study was supported in part by the NEA National Commission on Teacher Education and Professional Standards and the Maryland State Department of Education for use in connection with the Baltimore Conference. Information about the complete, unpublished manuscript, including supporting tabular matter, may be obtained from Mrs. Hess.

In earlier years, responsibility for any kind of preservice teaching experience with children in a classroom was largely relegated to the "normal school" or college, and any formal working relationship between that institution and a nearby public school on the one hand and between them and the state department on the other was little more than incidental. It was only twenty years ago that Haskew [1] first proposed a plan for a state student-teaching program. The responsibility of the state in student teaching has been further suggested by Wiggins,[2] Woodruff,[3] Conant,[4] Andrews,[5] and Smith and Johnson.[6] In 1963, the NEA National Commission on Teacher Education and Professional Standards (NCTEPS) stated:

> *State education agencies should assume increased responsibility (including the making available of financial assistance) for insuring that student teaching is conducted in good schools with the supervision of well-qualified teachers. . . . Such a goal calls for coordinated statewide plans for student-teaching programs.*[7]

Of the cooperating or supervising teacher, the NCTEPS stated:

> *Supervising teachers should be the most capable teachers in a school; they should be specifically prepared for their supervisory work, given a reduced work load, and compensated beyond their regular salary.*[8]

---

[1] Haskew, Laurence D. "Framework for Student Teaching: A Proposal." *Education* 70: 150-54; November 1949.

[2] Wiggins, Sam P. "A State Program in Student Teaching." *Educational Administration and Supervision* 40: 46-48; January 1954.

[3] Woodruff, Asahel D. *Student Teaching Today.* Washington, D.C.: American Association of Colleges for Teacher Education, 1960. pp. 42-47.

[4] Conant, James B. *The Education of American Teachers.* New York: McGraw-Hill Book Co., 1963. pp. 209-18.

[5] Andrews, L. O. *Student Teaching.* New York: Center for Applied Research in Education, 1964. pp. 95-100.

[6] Smith, E. Brooks, and Johnson, Patrick. *School-College Relationships in Teacher Education: Report of a National Survey of Cooperative Ventures.* Washington, D.C.: American Association of Colleges for Teacher Education, 1964; and *Cooperative Structures in School-College Relationships for Teacher Education.* Washington, D. C.: American Association of Colleges for Teacher Education, 1965.

[7] National Education Association, National Commission on Teacher Education and Professional Standards. *A Position Paper.* Washington, D. C.: the Association, 1963. p. 14.

[8] *Ibid.*

Later, recognizing the need for a statewide approach in student teaching, the NCTEPS and six other professional organizations[9] appointed and sponsored a Joint Committee on State Responsibility for Student Teaching. The recommendations of this Committee are published in two reports, *Who's in Charge Here?* and *A New Order in Student Teaching.*[10]

Following the recommendations of the Joint Committee, the study reported on the following pages has been conducted for a twofold purpose: (1) to identify and describe the current state practices in student teaching and thereby determine the extent and nature of involvement of the state education agency in student-teaching programs of the fifty states, and (2) to identify the practices of the fifty states relative to the selection and preparation of cooperating or supervising teachers.

To carry out the sponsored research, a national survey was conducted in two phases—before and after the Baltimore Conference—via questionnaires submitted to each of the fifty state directors of teacher education and certification. Forty-nine states responded partially or completely.

The survey was organized around the following areas: (1) state personnel in student teaching, (2) organization and administration of statewide student teaching, (3) functions of the state department in student teaching, (4) statewide organizations concerned with student teaching, (5) selection and preparation of supervising teachers, and (6) evaluation of the state program of student teaching. The findings are summarized herewith.

I. STATE PERSONNEL IN STUDENT TEACHING

As the responsibility for statewide action in most states rests with the state department of education, a high level of competency is required of the department officials involved. "State department personnel in teacher education should have wide experience and appropriate preparation."[11] This first section examines the state personnel in charge of student teaching.

---

[9] American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Student Teaching, Council of Chief State School Officers, NEA Department of Classroom Teachers, and National Association of State Directors of Teacher Education and Certification.

[10] Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966 and 1967.

[11] Joint Committee on State Responsibility for Student Teaching. *A New Order in Student Teaching: Fixing Responsibilities for Student Teaching.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967. p. 9.

Tenure and Education

The backgrounds of those in charge of state programs of student teaching reflect a wide range of experience in their present position and in professional preparation. Among forty-eight who responded to this part of the survey, twelve have served one year or less in the position, seventeen are in the range of 2-5 years, seven are in the 6-9 years range, and twelve have held the position 10 years or more. Nearly 48 percent of these state officials hold a doctorate, while only 8 percent hold less than a master's degree. Professionalism was further reflected by those respondents who are affiliated with the Association for Student Teaching (AST), the major professional association in this field. Half of the respondents have either individual or institutional membership, or both, in the AST.

Salaries

As might be expected because of individual differences among the states, a wide range of salary levels was reported. The range extended from less than $10,000 to over $24,000, with a mean of $13,750. In general, advancement in the salary range is consistent with comprehensiveness of preparation: holders of the master's degree cluster in the $10,000-$15,000 range, while holders of the doctorate are reported in the higher ranges. On the other hand, there is no consistent relationship between salary and membership in the AST. The relationship between membership in the AST and degree held likewise is without consistent pattern.

Professional Background

To determine the professional background of the state personnel in charge of student teaching prior to their assuming the present position, one item of the survey was directed to the years of experience in specific types of jobs. The responses show that experience in the classroom and in the principal's chair forms the foundation for the current position. More than 95 percent of the respondents have had classroom-teaching experience, while over 56 percent have had experience in local school administration. Nearly 46 percent of the respondents have had experience as a college instructor. Less than a third have had experience as a supervising teacher and only one fourth as a college supervisor of student teaching.

Allocation of Time

One of the problems identified by many of the state departments relative to student teaching is inadequate personnel. Nearly 50 percent of the respondents spend only 5 percent or less of their time in functions pertaining to student teaching. In contrast, only 10 percent of the respondents spend half of their time or more in such functions. In general, state personnel with the most comprehensive assignments are those holding the highest degree. However, there is no well-established relationship between salary and the amount of time allotted to student teaching. While a majority of AST nonmembers are involved in student teaching only 5 percent of the time or less, the majority of those who are members of the AST devote from 15 to 100 percent of their time to this assignment. With one exception, all respondents spending 25 percent or more of their time in functions pertaining to the statewide program of student teaching are members of the AST.

To summarize, a general profile of the state person in charge of student teaching is as follows: He has had between five and nine years of classroom experience, five years of experience as a local school administrator, and perhaps one or two years as a college instructor. He is comparatively new in his current position, having been in it for only three years. His educational background has brought him close but not quite to the doctor's degree. With all of his background of experience and education, his multiple responsibilities allow him to spend less than 5 percent of his time in functions pertaining to student teaching. He draws an annual mean salary of $13,750 and is more likely than not to be a member of the Association for Student Teaching.

II. ORGANIZATION AND ADMINISTRATION OF STATEWIDE STUDENT TEACHING

The number of teacher education institutions within a state ranges from only two to almost one hundred, with an average of twenty-six. Cooperating school systems cover a similarly wide range, from fewer than ten to more than four hundred. Student-teaching centers,[12] on the other hand, are maintained in only twenty-one states, in each of which an average of five teacher education institutions utilize such centers.

Organizational and Administrative Structure

The organizational structure pattern reported by six states of the twenty-two that responded in this instance is the straight-line or traditional pattern of policy development and administration, going from the legislature through the state board of education to the commissioner of education and thence to the division of teacher education and certification. The main administrative responsibility identified with student teaching is program evaluation and approval for purposes of certification. In this respect, the state agency works more directly with the colleges. The student-teaching programs then vary from college to college but stay within the requirements prescribed by the state. Variations of the line administration subdivide the division of teacher education into two and sometimes three areas, identifying a supervisor or consultant for teacher education and one for certification. Where there is a three-part division, the third area is for teacher services or in-service education. Of the six states reporting this organizational structure, three show the latter pattern.

---

[12] A student-teaching center refers to a school or center cooperatively designated, administered, and staffed specifically for student-teaching purposes.

A second structure design coordinates the work of the state boards of education and of higher education through the office of the director of teacher education. The work is effected through the "coordinator of field experiences," who works with both public and private teacher education institutions and with the public schools through the cooperating districts. A variation of this pattern has a coordinator between the cooperating school districts and the teacher education institutions, as well as the state coordinator, making a three-directional coordination.

Of the ten states reporting definite coordinational structures, six reflect also the presence of an advisory council. In this third type of organizational structure the state supervisor or specialist in student teaching works with both the schools and institutions and the advisory council. This type most nearly simulates the statewide collaborative organizational structure proposed by the Joint Committee.[13] Those respondents who commented on their organizational structure noted that specific student-teaching programs are developed on a local basis cooperatively between schools and colleges but within the general framework of the statewide program.

Six of the twenty-two responding states have the type of structure in which an advisory council or committee plays an important role in the development of student teaching on the state level. The council, usually made up of representatives of all involved parties, acts in an advisory capacity to the state board of education or to the commissioner of education in developing policies for teacher education and student teaching. In some cases, the function of the advisory council or committee is directly in relationship with the state board and only indirectly with the division of teacher education. In other cases, the council works directly with both the state board and the state director of teacher education. In both cases, student teaching is developed on the state level and adapted individually on a local level, through the office of the state director of teacher education.

---

[13] Joint Committee on State Responsibility for Student Teaching, *op. cit.*, p. 28.

To summarize the twenty-two structure descriptions submitted, there seems to be a definite trend in at least fifteen states toward implementation of some type of state program in student teaching, including those states which have already developed such a program.

In keeping with this trend, twenty-four states indicated they have now established definite guidelines and policies for student teaching and eight identified the state board or state department as the source of policy decisions. In the fifteen states which indicated an advisory council on their organizational charts, eleven identified the specific body which acts in an advisory capacity on the state level. In addition, local advisory bodies were identified by five states. In the twenty-four responses to this item there is inference of a trend toward coordination among schools, the preparing institutions, and the state department.

III. FUNCTIONS OF THE STATE DEPARTMENT IN STUDENT TEACHING

Administrative and Financial Responsibilities

Among the responsibilities of the state department proposed by the Joint Committee was the setting of minimum standards for supervising teachers and cooperating schools or student-teaching centers.[14] In response to the inquiry on administrative responsibility, it was found that many of the states are playing a minimal role, with responsibility for administration of the program resting heavily on the preparing institution. In twenty-four states, or 50 percent of those responding to this item, the standards for selection of cooperating schools are determined by the preparing institution alone; in six states, or 12.5 percent, they are set by the institution and the local schools; in another 12.5 percent the state, the school system, and the institution are all involved in determining these standards. The state department has some role in the determination of standards for cooperating schools in 23 percent of the states.

The selection of cooperating schools is a joint effort to a greater extent than is the establishment of minimum standards. Twenty-two states, or about 46 percent of respondents, leave the selection of the cooperating schools to the preparing institution. Another 42 percent make the selection a joint effort of the schools and the university. In only two states does the state agency have any responsibility in the selection of cooperating schools.

The standards for supervising teachers are established by a much more diversified means. While 25 percent of the states that responded leave the responsibility of establishing standards for supervising teachers to the preparing institution, another 25 percent involve the state department to some extent. In 54 percent of the states the selection is by joint decision of the preparing institution and local school system or the preparing institution and the local schools themselves. In 22 percent of the states the selection of supervising teachers is still determined by the preparing institution alone. In only two states does the state agency have any part in the selection of supervising teachers.

---

[14] Joint Committee on State Responsibility for Student Teaching, *op. cit.*, p. 13.

With regard to the distribution of the financial burden in student teaching, the pattern differs from public to private institution. The student-teaching programs of the public institutions are financed 100 percent by the institutions in seventeen states, or 35 percent of respondents, and private programs are financed by the institutions in 10 states (20 percent). The state is involved to a major degree (more than half of the financial support) in only 8 percent of the states, and to a lesser degree (from 1 to 10 percent financial support) in another 8 percent. In one instance the state is the sole source of financial support because it is through the state institution.

Functions of the State Department in Student Teaching

Twenty-nine percent of the responding states are directly involved in the administration and organization of statewide student-teaching programs and 75 percent are involved in an advisory and coordinating capacity. About 63 percent are involved in a statewide organization of teacher education institutions, reflecting the impact of the proposals made by the Joint Committee on State Responsibility for Student Teaching.[15] Also, 54 percent are involved in innovative practices in student teaching. Forty-five percent of the states are involved in promoting legislation for the improvement of student teaching. The least involvement is reflected in the area of finance. Only 8 percent of the states are involved in financial planning or support of statewide student-teaching programs.

In areas concerning the supervising teacher, the states are not involved to the extent they appear to be in coordinating the schools and institutions. Eighteen percent participate in certification of supervising teachers, while only 6 percent are involved financially with the professional preparation of those supervising teachers. Thirty-seven percent of the state personnel are involved in determining standards for the professional preparation of supervising teachers but only 2 percent in their selection. Eight percent of the states indicated no involvement in student teaching.

---

[15] *Ibid.*

Those states in which less time is devoted to student teaching are more actively involved in the areas of coordinating financing and of program evaluation, while those states in which 50 percent or more of the time is spent in functions pertaining to student teaching are more involved in working on standards for supervising teachers and cooperating schools, enabling legislation, and working in areas of research and innovative practices in student teaching. While the trend toward greater state involvement is slow, it is nevertheless evident.

IV. STATEWIDE ORGANIZATIONS CONCERNED WITH STUDENT TEACHING

In addition to the organizational structure of the state department itself, a logical question was, "What is the role of the state department in fostering and encouraging voluntary organizations, either administrative or advisory, for interaction, communication, and joint decision making concerning the student-teaching programs within the state?" Of the thirty-seven state departments responding to this question, eighteen indicated active involvement in the formation and programs of groups commonly called statewide councils. Among the other nineteen states are numerous bodies involved in various aspects of teacher education but not student teaching per se.

State departments are liberally represented in the membership of the statewide councils. Twelve of the eighteen councils include state department representation, ranging from one to twenty-three members. Only the universities and colleges have a heavier representation. Fourteen states reported representation from the preparing institutions, ranging from two to forty-five members. In eight states the term of office is either of undertermined duration or for the term which the representative position is held. An example in a number of cases is the state commissioner for teacher education and professional standards. He automatically serves as a member of the council for as long as he serves as TEPS commissioner. In eight states, from one to four representatives of the parent-teacher association are included in the statewide council. Other representation includes the American Association of University Women and the American Association of University Professors, as well as private schools and colleges.

In all but three of the eighteen states, the statewide council serves in an advisory rather than an administrative capacity, in keeping with the recommendations of the Joint Committee. The functions of the other three councils include both administrative and advisory types. The most prevalent functions of the various councils include the development of statewide policies for student teaching, the establishment of objectives and purposes of student teaching and professional laboratory experiences, and the identification of specific responsibilities of all participating parties in the student teaching. The development of statewide policies for student teaching is considered to be the most important function of the council by 16 percent of the respondents and one of the five most important functions by 38 percent. The other functions considered to be among the top five in importance include identifying and defining responsibilities, defining objectives and purposes of student teaching, providing opportunities for professional preparation for supervising teachers, and establishing channels of communication for dissemination of ideas and information. While more than 29 percent of the statewide councils are involved in preparing and recommending legislation relevant to student teaching, only 16 percent are involved in the financial planning or support of student teaching on a statewide basis, and that in an advisory capacity only.

Among the recommendations of the Joint Committee on State Responsibility for Student Teaching is that the state agency provide the council or committee with an executive secretary and an adequate operating budget. Of the thirty-seven states responding to this phase of the study, only four, or about 11 percent, indicated a definite line item for student teaching within their budget. Another 11 percent gave no response directly but indicated the source of their budget, inferring an allowance for student teaching. Of the total responses, 78 percent of the state agencies indicated they do not have a budget which allows for expenditures in the area of student teaching. Of those states which did indicate a financial involvement, five receive their funds from the federal ESEA Title V program, while only one state said that its source is its own funds.

With regard to the innovations and research in which the states are involved, only two statewide councils are involved financially. The statewide council's major role in such innovative programs is that of adviser and coordinator. The most prevalent innovations include internship, both graduate and undergraduate, microteaching, and simulation techniques for both student teachers and supervising teachers in an in-service situation. Among other innovations in which a number of the state departments or statewide councils are involved are specialized student-teaching assignments, individualization of student-teaching assignments, and building an approach to such assignments.

Research in student teaching is being conducted or has just been completed by seven states. One state has two projects under way, one of which has already made its preliminary report; the other is due in September 1969. The latter is a pilot project in in-service training for supervising teachers. One state did complete in 1968 and another state will complete in 1969 research on the student-teaching programs of the state. One state is conducting research on instructional systems which will be reported in September 1969. Still another is conducting research entitled, "Open Door to Teaching," which should be completed by fall 1969. A research project comparing the use of teacher education centers with traditional student-teaching assignments is being conducted by one state and will be available late in 1969. Of the seven respondents who indicated an involvement in research, all but one indicated financial involvement. Much of the research is being funded by federal money through the statewide council. Five of the seven states participated or are participating by directing the research project as well as advising and coordinating. Six of the seven are relatively new in their research involvement on a state level in student teaching. Very little has been published in the literature concerning these states, and in most cases, the state director is one of comparatively recent appointment, indicating new directions in which these states are going.

V. SELECTION AND PREPARATION OF SUPERVISING TEACHERS

One of the basic assumptions identified by the Association for Student Teaching is that the selection of supervising teachers represents one of the primary factors relating to the quality of the teacher education program.[16] The Joint Committee has identified the need for adequately prepared and competent supervising teachers as one of the vexing problems facing teacher education programs today, saying, "Not every good classroom teacher possesses the skill and competence necessary for the supervision of student teaching." [17] The problem, then, is to identify and define the necessary qualifications of a competent supervising teacher. Sixty-five percent of the states have no requirements for supervising teachers beyond the basic requirement of a classroom teacher's certificate. This finding further substantiates the statement of the Joint Committee that "most classroom teachers have had no special preparation in teacher education." [18] Of the remaining 35 percent, or thirteen states out of the thirty-seven responding, one indicated it requires legal certification; five states have established minimum standards for supervising teachers beyond those of the standard certificate and seven reported both a legal certification requirement and a stated minimum requirement, apparently for those teachers unable to meet the certification requirement. Specified previous teaching experience and an advanced degree are the only requirements stipulated by all respondents. Proven professional competence and willingness to participate are two factors required in 32 percent of the responding states, and the recommendation of school or college is required in more than 40 percent. While twenty-four states indicated no requirements beyond the standard certificate, two of these states identified as a requirement for supervising teachers the recommendation of the school or college administration.

---

[16] Association for Student Teaching. *The Supervising Teacher: An AST Position Paper.* Cedar Falls, Iowa: the Association, January 1966. p. 1.

[17] Joint Committee on State Responsibility for Student Teaching, op. cit., p. 6.

[18] Joint Committee on State Responsibility for Student Teaching, op. cit., p. 7.

Of the eight states which indicated legal certification of supervising teachers beyond the standard certificate, only one holds such a certificate as mandatory for all supervising teachers. Twenty states, including the seven states identifying such certificates, do not hold them to be mandatory. Eleven states indicated that the problem was not applicable. In four states the supervising teacher's certificate affects the amount of remuneration, while in five states it does not. Twenty-one states reported that the situation was not applicable. Although there is an awareness of need for certain stipulated requirements for supervising teachers, there are wide differences in practice pertaining to the supervising teacher's certificate among the states.

In defining responsibilities of those involved in student teaching, the Joint Committee has recommended that a composite grouping of the state, the school, universities, and professional organizations be responsible for coordinating in-service programs for the professional preparation of supervising teachers.[19] In 32 percent of the states, the teacher education institutions in general provide professional preparation and in-service education for the supervising teacher. In over half of the states, this responsibility has been left to the specific institution placing student teachers. While the state department has taken an acive role in improving the professional training of supervising teachers, in only two states is the state department considered to be the most important medium for this responsibility.

The main types of programs for the professional preparation of supervising teachers which have been provided through the state and which are considered to be most effective are the cooperative workshop in supervision and in-service courses in instructional or behavioral analysis. Ten of the thirty-seven states responding reported the three most effective types of such programs. Nine of these ten states identified the workshop in supervision; six identified in-service courses in instructional analysis, behavioral analysis, interpersonal relations, or interaction analysis; four identified state and regional conferences; and three indicated a new type of preservice program, i.e., an internship in supervision. Additional types of programs identified by one or two states include university consultation services; research in student teaching and supervision; institutional publications, guides, handbooks, etc.; professional publications, yearbooks, journals, etc.; and participation in regional and cooperative organizations.

---

[19] Joint Committee on State Responsibility for Student Teaching, op. cit., p. 15.

The two most prevalent problems related to the professional preparation of supervising teachers were reported as lack of a planned program and inadequate financing. Forty-one percent of the states indicated lack of a planned program to be their most prevalent problem and another 22 percent rated it second. The problem of financing was identified as the most prevalent problem by 19 percent of the states and second or third by 38 percent. Another serious problem, identified by 41 percent of the states, was that of coordination among the agencies involved in preparation of supervising teachers, the schools and universities, professional groups, and the state. A problem recognized by 24 percent of the states, though not considered to be the most prevalent by any of them, was that of the time element.

The funding of activities pertaining to supervising teachers is provided primarily by the teacher education institutions. Of the thirty-seven responding states, 32 percent indicated that 75 percent or more of the cost of the professional preparation of supervising teachers is provided by the institutions. It should be noted also that the second most prevalent factor in funding is the supervising teacher. The most common practice in remunerating supervising teachers is that of paying a specified stipend per student teacher. Tuition benefits are the only means of remuneration in 41 percent of the states, while 5 percent indicated no remuneration is provided. In all, 22 percent of the states do provide some kind of fringe benefit to their supervising teachers.

VI. EVALUATION OF THE STATE PROGRAM OF STUDENT TEACHING

The state officials' reactions to four questions provide a meaningful evaluation of the state programs of student teaching.

First, the greatest strengths: (a) the diversity of student-teaching programs within a framework of unity; (b) the steady expansion of state-level organization; (c) the cooperative and professional attitude of colleges, schools, and supervising teachers.

Second, the greatest problems: (a) lack of statewide involvement and coordination; (b) insufficient professional preparation and insufficient provision for supervising teachers and college directors of student teaching; (c) the need for broader and more extended experience in student teaching.

Third, the most needed emphases in student teaching: (a) selection and preparation of supervising teachers; (b) deeper and more meaningful experiences for the students.

Fourth, the future role of the state department of education: more dynamic leadership in coordinating and harmonizing all of the agencies, associations, other groups, and individuals involved in and potentially contributing to the continuous improvement of student teaching.

Finally, four years after the Joint Committee held its first meeting, the widespread interest, the statewide spirit of cooperation, and the many coordinated efforts across traditional lines bespeak the realization of the need for a new order in student teaching.

CHAPTER FOUR

What I Think Student Teaching Should Become

I

Kathleen Amershek
Assistant Professor of Education
University of Maryland

The probability of the future for student teaching seems so set at this moment that one is tempted to write it off with a few platitudes and assume the situation to be acceptable. Since no other area has generated such agreement among all phases of education, reluctance to differ with such a holy cow is understandable. However, closer examination of the situation supports the need for changes in the value attached to student teaching.

Contemplating student teaching (in the broadest sense, which includes all field experiences) is like seeing the shining white summit of an iceberg. It is much too easy to admire the reflection and forget the deep, solid base from which that summit rises. If change is desired, the whole mass must be kept in mind. For as concentrating the energies of forces on one area can dislocate an iceberg and cause it to shift in unknown directions, concentrating the power and energy of the state or university on one area of teacher education will so seriously unbalance the situation that the end may not be to anyone's liking. With the commitment of cooperative action in ascendance, the need is to refocus the action.

This paper proposes that a proper focus would be on the delineation of responsibility for the learning of the teaching role. The assumption is that the profession soon will establish areas of responsibility for its members and that these will be defined enough to permit their use as learning goals by those intending to teach. The present problem is one generated by a lack of agreement on the goal of the action. In the wake of such diversity, responsibility for the learning experience is easily evaded. A concise, literate discussion of this problem is presented in *A New Order in Student Teaching.*[1]

There has been no one responsible to the student for identification of goals which he can achieve in his pursuit of competence as a professional. The purpose of his field work has been to survive in action — any way he can, with what equipment he can command, under conditions assigned to him. The power structure has been focused on the logistics of the situation: how many students, how many supervising teachers, how long an assignment, etc. The energies of the state, the schools, and the university have become cooperative in achieving these things.

This situation seems much more parasitic than symbiotic. The plans often proposed for the cooperative relationship are focused on utilizing the resources which exist in the schools. They are feeding on the situation instead of producing mutual growth in identification of usable goals for teacher education.

One of the plans proposed by the Joint Committee on State Responsibility for Student Teaching seems a possible way to the more desirable symbiotic relationship. Plan IV in the Committee's report could be used to refocus on the whole iceberg of teacher education.[2] This plan puts the responsibility for the administration of the educational system in the state on the shoulders of the university system. It assigns all functions in teacher education to the general administration of the university system.

Such concentration of responsibility clears the channels of logistic support systems and permits the use of resources to be focused on the major goal. The overlapping jurisdictions and energies involved in cooperative ventures thus become available to the entire problem.

The present structure of separate but equal responsibilities for the various phases of the preparation of teachers has not been successful because the process will not fracture into separate but equal parts. In the present arrangement the schools are exercising control of their resources from the standpoint of how teacher preparation will affect their own operations, the teacher educators from the viewpoint of how it affects their curriculum structure; and the researchers demand equal time from both in the name of scholarly progress in the field. Each faction has necessarily built up a support system to promote and protect its own part of the process. Positions upon positions are created to keep the system functional. Cooperative structures are used most to establish new positions for the old purposes. The new coordinator of field experiences becomes a glorified warrant officer in charge of hours, experience records, and placement credentials. The possibility of a truly new relationship emerging is aborted because of the parentage of it. There is no expectation that a different thing will develop from the position. The question is, Who will exert the most influence on the new warrant officer and thus find his area best provisioned?

---

[1] Joint Committee on State Responsibility for Student Teaching. *A New Order in Student Teaching: Fixing Responsibilities for Student Teaching.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967, p. 10.

[2] *Ibid.*, p. 26.

One attempt to create a new position to function for the total concept of teaching has been a resounding failure because of the inability of the university and the schools to see both the need for and the future in such a system. The release of power, i.e., control of what goes on in the schools, has been contested by all parties and the results have been more of the same that existed before the relationship was established. The tragedy is that the power of each is thus deflected from the real goal of improving students' preparation for service.

If the university were to assume the responsibility of the Plan IV proposal, there would be no necessity of competing systems developing. The goal would be clearly defined and open to scrutiny by everyone. With the university held responsible for teacher education by the public, questions of jurisdiction of resources, support for resources, and goals for the effort could not become power pawns. The concerns of the state schools would be directed to the university and response to them expected. The feasibility of such action would be clear-cut and dependent on the integrity of both parties, but the impact on the student-teaching experience would be positive.

In essence, student teaching, as it is commonly defined and practiced today, would disappear. The power structure in field experiences within and outside the university would be discarded. The field would become an integral part of the university system — available to the learner when a resource is needed and privy to the resources of the university to solve its needs. The concentration of university effort on field experiences as warm-up times for neophytes would give way to other concerns of curriculum development and research in teaching and learning.

Under this plan the university would not terminate its responsibilities for the quality of the teachers in a state as soon as the students formally left the institution. Their performance in the field would be a continuing concern of the teacher education system. The field would become not an adjunct of the process but the goal. Development and research with new techniques such as microteaching, simulation, and minicourses would enable the university to revise the work and make it more productive. Out of such redirection a truly symbiotic relationship can come.

The evaluation of such a structure could be done profitably because it would be possible to identify responsibility for it. When the quality of teaching in the field is questioned, the forces responsible for it could be examined and the honest answer found. Out of such information could come adjustments in the process. The profit to the profession in new knowledge undimmed by the need for protection of spheres of influence would in itself be a major step forward. The learning of the teaching role would be more efficient because it would be better defined. The research interests of the university could exert a creative force as evaluation revealed gaps in the functioning of the teacher.

The major deterrent to discarding the paraphernalia that now surrounds field experiences is fear of the unknown, the reluctance to try a new tack, the focus on traditional relationships. The initial semisuccess of nontraditional approaches to teacher education says otherwise: that there are many ways to focus on the top of the iceberg (i.e., student teaching); that change can be absorbed and utilized to advantage. However, in their search for a way to become permanent, these same programs come back to establish basic preparation programs. Perhaps the base of the iceberg is still the support of the top. The time has come to charge someone with the responsibility for the whole mass and really achieve some progress in the field.

II

Margaret P. Ammons
Associate Professor of Curriculum and Instruction
University of Wisconsin-Madison

This statement focuses upon the conditions for student teaching rather than the act itself. Specifically, suggestions will be made regarding new roles for classroom teachers, administrators, members of boards of education, and campus personnel as these relate to student teaching.[1]

Teachers

From the time of an individual's admission to a program of teacher preparation to his retirement, neither public school personnel nor members of campus faculties are without responsibility for teacher education. In order to draw upon the talents of both groups in appropriate ways, the following guidelines are proposed:

1. Teachers in whose classrooms prospective teachers acquire clinical experiences should be brought actively into initial campus course experiences. This participation would indicate in what way course content was, in their experience, meaningful, realistic, promising, or inappropriate. Any agreement or disagreement with the intent of campus preparation would then be based upon actual contact with ideas rather than upon what a classroom teacher assumes the campus program is attempting to accomplish.

2. Classroom teachers should continue or begin to be active in recommending prospective teachers for certification. While presently many teachers do offer such recommendations, these are not always used as a major basis for granting or withholding certification. Leaving the question of certification entirely in the hands of classroom teachers, particularly those who lack personal contact with campus preparation programs, would reduce the probability that new teachers would exhibit knowledge and qualities engendered in campus courses. Leaving the question of certification solely to the determination of campus personnel reduces the possibility that new teachers will be acceptable to employing school systems. True joint responsibility gives a broader base of understanding on which campus personnel, classroom teachers, and prospective teachers can encourage and sustain the knowledge and qualities that are deemed necessary and desirable for teachers.

It is hoped that such an opportunity would help experienced teachers to restructure their own roles so that they become teacher educators in a very real sense.

Administrators

1. Administrators should work with teachers and campus personnel to establish criteria for teacher evaluation which are related to such

---

[1] The role of the state department of education in teacher preparation and certification is a major one. The decision was made to limit this discussion to public school and campus personnel because these two groups seem to be the most intimately concerned with the student-teaching aspect of teacher preparation.

knowledge and qualities as agreed upon by all concerned with student teaching.

2. Administrators should work closely with campus personnel and classroom teachers during the clinical experience of prospective teachers and contribute to the recommendation for their certification. In this role, an administrator can offer a different set of data regarding the performance of a prospective teacher relative to both campus course work and the overall situation in the school system.

3. Administrators should arrange for interviews not only with candidates for positions but also with those persons most directly responsible for the education of teachers prior to their full-time employment. Such interviews should replace the reliance of administrators upon grades and incomplete letters of recommendation.

Boards of Education

Presently, boards of education are the major controlling bodies of public education in the United States. The following guidelines are proposed:

1. Boards of education should set aside a greater percentage of the budget for purposes of teacher education. They must devise ways of legitimately releasing teachers for professional development. This might include (for all teachers) funds to support attendance at meetings of national import and time to participate in the on-campus instruction of prospective teachers.

2. Board members must explore the possibility of creating new positions within the school system which will allow teachers to be rewarded as teachers and administrators to be rewarded as administrators. In present circumstances the major way in which good teaching is rewarded is to remove teachers from the classroom and place them in jobs for which they may not have been professionally prepared. New teaching roles must be devised and supported by boards of education; for example, teacher educators.

3. Boards of education should support administrators in searching for and establishing new criteria for judging teaching performance. Therefore, board members, in cooperation with administrators and teachers, must thoroughly analyze and support those criteria which permit teachers to be judged according to standards agreed upon with campus personnel. Finally, board members, in conjunction with administrators, must encourage individual teachers to seek out those educational opportunities which they believe will strengthen their teaching. These opportunities should include regular campus course work, par-

ticipation in the campus instruction of prospective teachers, travel, cooperatively arranged seminars in professional education, and case conferences designed to familiarize teachers with detailed information about individual student teachers.

Campus Personnel

Much of the foregoing has implications for new roles for campus personnel. Typically, campus personnel have terminated their formal responsibility for the education of teachers at the point when certification is granted. Since it is my belief that this responsibility is insufficient, the following guidelines are proposed:

1. Campus personnel should actively cooperate with local school administrators, classroom teachers, and boards of education to clarify standards for the education of teachers. This would involve regular and continuing communication among these groups. The result would be that all those who in any way engage in teacher education would be quite clear on the intent of such education. This kind of communication should not be construed as an opportunity to defend whatever practices are in effect but rather as an opportunity to mold educational programs to meet the needs and expectations of all involved.

2. Campus personnel should extend their participation in teacher education beyond completion of the campus program. Specifically, this would mean that certification would be delayed until such time as both campus personnel and employing school people were satisfied with the full-time performance of a beginning teacher. While the difficulties of requiring, in essence, a fifth year are recognized, it appears that a fifth year spent in full-time employment with regular assistance from school *and* campus personnel would be more revealing for certification purposes and more beneficial to the individual teacher than a fifth year spent in isolated college courses.

3. College personnel should budget a portion of their time to participate in such school activities as curriculum committees, building seminars with teachers and administrators, and community service through planned activities with boards of education. This type of participation would yield more reliable information about the everyday functioning of schools than will random observations of student teachers. Further, such participation would add a realistic element to campus instruction and would render examples given in classes relevant and real.

This position, then, is a major one which can reduce the "town-grown" nature of student teaching and can lead to a more congruent and cohesive program of teacher education.

III

L. O. Andrews
Professor of Education
The Ohio State University

Many relatively minor variations in student teaching and other teacher education experiences are being designed and explored throughout the country. But the concern to be developed here is for a major reconceptualization of the direct experiences for prospective teachers which can produce the professionals who can aspire to become instructional specialists as projected under the continuing reconstitution of the role of the teacher already in progress in many parts of the country.

Why Should Student Teaching Be Changed?

Present-day student teaching is largely terminal, one-shot, brief, and operated in a climate of competition, uncertainty of roles, and token financial support. After 135 years, the following four limitations are still almost universally present in the United States:

1. *Student teaching is educationally* unsound. It does not prepare competent teachers.
2. *Student teaching is psychologically* unsound. Pressures on students often virtually prevent reasonable growth and development.
3. *Student teaching is operationally* unsound. Two separate sets of institutions attempt to provide cooperatively a major professional experience for college students within public schools. From forty to fifty times as many teachers now as in the 1920's are working with student teachers, but the profession is not putting from forty to fifty times the training and supervision into the present programs.
4. *Student teaching is financially* unsound. Adequate support is not on the horizon, no state has a financially sound program, and very few college or local school district operations are adequate.

Why Should Student Teaching Become a Series of Professional Experiences?

Teacher education must be broken out of the straitjacket of the four-year undergraduate degree program into a truly professional curriculum of its own before numerous and extensive-enough direct experiences can be included in it. Of the many different rearrangements and variations now in progress, few appear likely to solve the abiding ills of student teaching.

Criticisms of teacher education curricula and courses have been bitter, pointed, and continuous for decades. Many professors of education have tried to emulate their liberal arts colleagues, but this effort clearly has not stilled the critics. I offer the proposition that the primary way both to combat the criticism and to produce better teachers is to provide a carefully designed sequence of direct (and some indirect and vicarious) experiences psychologically and logically related to the best professional content from present-day theory, research, and experience. In answer to their pleas, the students will have something real and practical, paralleling solid substantive content.

In the 1970's and 1980's the teacher's role will be demanding indeed and the profession must develop programs which will prepare young beginning teachers to meet the challenges. One-shot student teaching cannot possibly do this job and has got to go!

What Might Be Included in a Well-Designed Series of Direct Experiences?

1. *Preprofessional.* Employed: clerical aides, technical aides, teacher aides, almost all to work with children and youth. Programmed: limited use of microteaching and simulation for early self-analysis, extensive use of recorded classroom episodes and other selected school-community activities to begin changing students' "pupil-perception" of teaching to a "teacher-perception" of professional roles, and volunteer service in the schools of a general exploratory nature, such as the September experience.

2. *Pre-Internship Experience (PIE).* This should be carefully designed to provide data both for personal and institutional decisions about entrance into professional teacher education and as a basis for planned approaches to satisfying individual needs and strengthening student weaknesses. In contrast to present student teaching, the emphasis would be not on developing teaching skill but on experiencing all the roles of the teacher and especially on an analysis of the student's personal-professional behavior and potential. Students would be placed in pairs with the most competent sponsoring teachers for the equivalent of up to four weeks full time, and each student would do about one-fourth as much teaching—but strictly *exploratory* teaching—as present student teachers. PIE could come as early as the first part of the third college year and should be preceded by not more than one professional course designed *only* to get the student ready for the PIE.

The PIE should precede the entry point for the selection of those students who would be accepted into a truly professional teacher education curriculum leading *only* to a master of teaching degree and certified status as a professional teacher.

3. *Clinical Experiences.* As used here, *clinical* is defined, as in medical education, as the experience of a student studying a small number of individual cases under a practicing clinical professor. If many projections are accurate, the professional teacher of the next two decades must become a diagnostician and developer of strategies of learning; thus, clinical experiences should continuously accompany the in-depth study of the related behavioral sciences and the knowledge of teaching-learning and interaction coming from theory, research, and experience. These experiences would be on a 1:1, 1:2 or 1:3 students-to-cases basis and would range all the way from tutoring, assisting teachers with individual cases, and study and support for pupils with learning problems to an in-depth analysis of pupils with real pathological, personal, and learning difficulties. Students having these experiences would ask questions in professional courses which would demand a new kind of preservice professional course.

4. *Internship.* The intern preferably would serve half time with full responsibility as an employed teacher for a year under joint school-college supervision. The student would be placed in an internship program emphasizing the development of teaching competency by any and all means available, including microteaching for improving specific fundamental teaching behaviors, use of critical-incident films and recordings for understanding of professional issues, simulation for practice in decision making by identifying the basic factors present and choosing appropriate teaching procedures, and video-tape recordings of regular teaching for detailed analysis.

Requiring perhaps six years or five years and several summers to complete the above program, the student would demonstrate competence and assured self-confidence to earn a master of teaching degree and a professional teaching certificate.

5. *Residency.* A person with this background could continue high-level professional growth—as a planned professional learning experience with continued assistance of both school and college personnel—as a beginning teacher on a four-fifths load the first year and a full load the second year. Following the residency, a period of planned study and new direct experiences could be designed to assist this professional teacher to become an instructional specialist and team leader with assigned responsibility and salary in keeping with his high professional status.

6. *Supporting Considerations.* This series of experiences has been designed specifically to reduce the weaknesses of traditional student teaching outlined in the first section of this projection. Certain assumptions are made: Local and state financial resources eventually can be provided (when educators are clear on what they need and why) for servicing the needs of employed persons in training—interns and residents. Colleges may have to carry most of the cost of the PIE until this major selection device proves its worth, but the cost would be much less than for the present student teaching. Despite its length, this total program can be financed with relatively little more direct expense than present programs, in contrast to the greatly increased cost of some of the most innovative current projections.

Many of the problems of direct experiences in schools and communities can be solved only by cooperative action at the state level, involving state departments, schools, colleges, and professional organizations. School-college councils in various local, commuting, regional, and state geographical areas can develop policies and facilitate operations to meet the varying indigenous conditions.

In summary, the above program can reach its maximum effectiveness only when schools and colleges treat each other as equal partners as they carefully design these experiences, develop policies and operating conditions, define the roles of all the different personnel, seek adequate financing, and do all this under carefully drawn professional guidelines and contracts.

IV

Richard E. Collier
Executive Secretary
Association for Student Teaching

To speculate about what student teaching should become, it is desirable to examine the current scene and characterize student teaching in its present context. This seems possible only if one views the larger picture of the teacher education program which today is blurred and may be characterized by unrest, uncertainty, and innovation. In narrowing our focus to that portion of the teacher education program labeled student teaching, it is readily apparent that its elements also are blurred and that they lack clarity and perspective in the context of the total configuration. However, there is strong agreement that student teaching is a valuable part of the total picture of teacher education. As one listens to the dialogue among the various observers, it becomes evident that the current, persistent need relates to an improved understanding of, agreement on, and development of quality experiences in student teaching—professional laboratory and clinical experiences of prospective teachers. A quick analysis of the tone and volume of the dialogue yields evidence that this need will be intensified in the foreseeable future unless program changes and improvements are forthcoming.

As one ponders the future of student teaching, it is important to consider other essential, current elements which foster and require change in the professional practice dimension of the program. The more significant elements are (a) the current emphasis on developing teaching styles and the importance of perfecting teacher performance; (b) the imperative need to improve the transition and articulation from university study to professional practice of teaching; (c) the extension of time and the gradual development of the professional teacher, the entry and reentry into teaching from varying programs and at varying levels; (d) the emerging patterns and practices of differentiating roles and tasks of teaching and teachers; and (e) the emerging necessity of new arrangements for governing the entire professional practice dimension of the teacher education program.

It is hazardous, difficult, yet essential to engage in stargazing and armchair speculation about what student teaching should become. One assumes that continued change is certain and that it will affect "what student teaching is" and "what it will be." At this juncture, it seems more beneficial to describe the various elements which promise movement and direction in improving the professional practice dimension of teacher preparation. These elements include:

1. *A Climate for Growth*

A total climate which fosters personal and professional acceptance, nurtures openness, and supports individual growth and development in its various constructive dimensions must be developed.

2. *A New Concept of Professional Experience and Practice*

A total setting in which the concept of student teaching is modified, reclarified, and expanded to consider the entity of professional experiences and practice essential for the preparation of prospective teachers must be established. The range and configuration of these experiences will provide for and contribute to the development of the truly professional teacher. The notion of what constitutes professional experience and practice must change drastically in the years ahead. With the rapid development and expansion of innovational educational programs such as the Job Corps, Peace Corps, and Head Start, and with others still being planned, it is essential that every effort be made to reexamine and restructure what constitutes appropriate professional experience and practice for the prospective teacher. It is even more critical that every effort be made to individualize the program for each prospective teacher based on an assessment of his readiness and development and the task at hand.

3. *Becoming Students of Teaching*

The student of teaching would enter a planned program which ensures a continuous, ever-expanding sequence of experiences in his study of teaching. Of necessity, this sequence of experiences, with its varying degrees of involvement and responsibility and shifting nature of independence, would determine the program for each prospective teacher.

Each prospective teacher in his study of teaching would continually demonstrate a behavior characterized by the ability to acquire attitudes, skills, and capacities essential in assuring his becoming a scholar-teacher and a scholar of teaching. His desire for wanting to explore the many-faceted task of learning to become a teacher, with its varying questions and subtleties, would be encouraged, supported, and appropriately rewarded through a lifetime of learning about teaching by all who have responsibility for the professional laboratory and clinical experiences.

4. *A Laboratory for Teaching*

A laboratory for teaching and learning would be selected and maintained. This laboratory would be administered through an operationally sound arrangement which would provide essential local autonomy, encourage program flexibility, and assure an integral relationship between the theory and practice of education. This laboratory would include children, youth, prospective teachers, and all regular members of the total instructional team. Additional specialized services and resources would be readily available as needed.

5. *A Total Instructional Teaching Team*

The various laboratories for teaching would be staffed by instructional teams where tasks, functions, and responsibilities of teachers and teaching have been identified and assigned. A program of continuous, effective evaluation would provide for modification and improvement. Each prospective teacher would experience the varying teaching roles commensurate with his professional readiness and development. The teachers of teachers working as a team would be carefully selected, thoroughly prepared, continually evaluated, and given adequate time and appropriate remuneration for this specialized competence and responsibility. The laboratory and staff would be supported by the best and newest instructional materials and equipment available.

6. *The Governing Structure*

The organization and structure for governing the professional experience and practice of prospective teachers would be established, cooperatively administered, and effective in implementing educational and organizational policies for the teaching laboratories. Central responsibility for this task would be shared by the participating teacher-preparing institutions and schools. The state departments of education and the various professional associations would be a central force lending influence and substance to the evolving teacher preparation program, especially as it relates to professional experience and practice.

The formal responsibility of the state departments of education will be definitive. State policies and procedures will:

a. Guarantee the development and enforcement of standards.

b. Assure support for teacher education programs.

c. Establish a viable framework which assures a continuing effort to improve policies, procedures, and standards relating to the professional experience and practice of teaching.

d. Assure the opportunity for continuing program development and testing.

e. Support and establish the development of legislative policies which provide for protection of individual rights, responsibilities, and privileges; procedures for dealing with malpractice and unethical performance; as well as other legal and professional violations. Every effort must be made to achieve meaningful professional autonomy.

Student teaching—all preprofessional experience and practice—will not achieve its ultimate value in the teacher education program as long as we continue along the present course. Concerted action by people of sincere purpose and dedication is essential if innovative programs are to yield new structure and organization and provide for continuing development and improvement.

This conference on "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching" should provide a giant step toward achieving this goal.

V

Margaret Lindsey
Professor of Education
Teachers College, Columbia University

The implication of this assigned title is that notions about and practice in student teaching should become something different from what they now are. It would be folly, of course, to assume commonality in ideas or practices in student-teaching programs today, for conceptions of student teaching vary widely, as do programs and practices in them. On the one hand, there are those who still conceive of student teaching as the culminating testing ground where prospective teachers, having completed their study about teaching (theory),[1] demonstrate their skill in the classroom (practice). On the other hand are those who see student teaching as one phase in a continuing sequence of numerous and varied experiences, extending over a period of time and focusing on *study of teaching*. Middle ground between these two conceptions of student teaching appears to be the controlling force in practice, for a majority of programs may be described as planned sequences of laboratory experiences in which future teachers have some opportunity to observe and participate in school settings prior to entering into full-time student teaching in a classroom.

---

[1] *Theory and practice* are used here as they are frequently used — loosely. More precise and accurate use of these words would, in itself, suggest modifications in programs of professional laboratory experiences.

It appears to me that the central problem with arrangements for and practices in student teaching is the limited conception of teacher education as a whole held by many program planners. When conceptions of the whole are limited, parts tend to become narrow, disjointed, and isolated from ultimate goals. Student teaching, as a part of a whole, tends to be viewed as an entity, with the consequence that students frequently confront discontinuity and other barriers to their integration of ideas and behavior.

Proposals on the nature of student teaching in the future should rest on a conceptual model of the whole of teacher education; specifics with regard to any program component should follow naturally from this conception of the whole. A conceptual model of a teacher education program may be viewed as a system of interrelated or interdependent ideas that describe and justify the assumptions basic to the structuring of component parts and to the nature of student encounter with ideas, people, things, and events within the component parts. Although varied approaches may be taken in developing such systems of ideas, a common approach is one that uses as the categories of the system the major outcomes to be achieved by persons in the program. It is not the purpose of this paper to delineate a conceptual model of teacher education, nor does space permit it.[2] What is possible here is, first, the identification of two major outcomes that might be part of a conceptual model built by the approach just mentioned and, second, consideration of their implications for the future of student-teaching programs. The two major outcomes to be examined briefly are:

1. A teacher understands and is able to cope with reality as it exists in a teaching setting and functions simultaneously as a change agent in the setting.
2. A teacher is an independent scholar of his practice, employing appropriate methods of inquiry into his own practice as a basis for improving it.

---

[2] It cannot be overemphasized, however, that any complete analysis of what student teaching should become demands that a conceptual model of the total program be developed and that proposals for student teaching be embedded in such a model. Samples of such conceptual models have been produced by selected institutions with grants from the U.S. Office of Education.

Even on the surface, such expected outcomes have clear implications for the whole of teacher education. Beyond those implications relevant to the whole are some readily apparent ones for that part of the program referred to as professional laboratory experiences, including student teaching.

UNDERSTANDING, COPING, AND CHANGING

Developing Understanding

To understand reality in a teaching situation is to know what exists by way of structure and organization, power and authority, constraint and support, right and responsibility. It is to know the nature and expression of values and beliefs, of ideals and aspirations, of creativity and conformity, of freedom and coercion. It is to know these things in general and also with reference to particular populations, educational objectives, learning environments, patterns of relationship and communication among people, and preferred values and styles of those associated with a school. But knowing what exists, in general or in particular, is incomplete knowledge for understanding reality. One must also know, insofar as possible, the why behind what exists, the explanatory principles and the specific information that illuminate why things are as they are or why people believe and behave as they do.

Understanding is a state derived personally from relating the self to knowledge and assimilating what is meaningful at a given point in time. This kind of understanding develops best when there is a continuous interplay between (a) direct confrontation with reality in order to identify and examine things as they are, and (b) search in pertinent bodies of knowledge and wisdom for alternative interpretations of why things are as they are.

It is precisely because this interplay is essential to developing understanding that a prospective teacher must have accessible, from the beginning to the end of his study, laboratories in which to confront reality and sources from which to draw explanations or interpretations of what he feels, sees, or experiences in a laboratory. This interlocking movement between the reality of the practice setting and the theoretical principles and information that serve to explain the conditions of the setting and to guide behavior in it is the very foundation of a program of professional laboratory experiences. Viewed in this way, it becomes apparent that:

- The central purpose of the student in the laboratory is to study. This means he must have opportunities to identify conditions and problems of practice, to bring relevant knowledge to bear on them, to formulate significant questions which direct his further study.

- Diverse types of laboratories are needed, not only within schools and classrooms, but also in the wider community environment.
- A student needs to be free to move in and out of laboratories as he and his advisers determine specific purposes to be served in relation to his total program and his total development.
- Sources and resources needed by students and staff in a laboratory are numerous and varied. They include scholars of practice in both schools and universities, scholars in the interpretive disciplines, practitioners in other agencies of the community, parents and other laymen, technology in the form of self-instructional systems, and immediate feedback systems.

Gaining Control Over Coping Behavior

Ability to cope with conditions as they exist is surely enhanced by understanding what they are and why they are as they are. But coping behavior goes beyond intellectual comprehension of the forces and factors in a situation. Ability to cope is demonstrated by the type of behavior exhibited when confronted with a situation demanding a decision and action on the decision. Coping behavior may be intuitive, but it also may be the result of consideration of alternatives and deliberate choice among them. It has its affective as well as its cognitive dimensions, both in how the problem to be dealt with is perceived and in the selection of behavior to be used in dealing with it.

If one is to build the ability to cope with the range and variety of problems and conditions that normally confront a teacher, one must practice coping behavior. The practice must be subjected to careful analysis, relevant knowledge must be brought into relationship, self-knowledge must be extended, and practice must be continued until a person feels reasonably confident in his general patterns of behavior and until he has verified his ability to adapt these general patterns appropriately in specific situations.

Contrary to comon belief, the classroom laboratory, although necessary, is not the only kind of laboratory that provides opportunity for future teachers to develop and test their ability to cope with conditions of teaching. A resource center, as a laboratory with materials and equipment that enable simulation of conditions and problems of teaching and with provisions for immediate feedback systems, is essential. Such a center should be available to a student on a full-time basis. Programs should set an expectancy that the student will become increasingly independent in his work in the center. At the same time, human resources should be readily accessible to the student to assist him in developing ways of analyzing his coping behavior, to suggest related reading and other activities that may be useful to him, and to aid him in structuring and synthesizing what he is learning.

If practice of coping behavior in such a center is to have maximum transfer to the reality setting, however, a student needs access to real teaching situations for at least three purposes: (1) to identify conditions or problems on which he needs to develop coping behavior, (2) to test periodically the behavior he is developing, and (3) to integrate multiple behaviors as called for in complex teaching situations.

Implications for professional laboratory experiences of this view of developing coping behavior are:

- Much of the time and activity of students in classrooms as laboratories can be better employed in making laboratory use of a resource center.
- Prior to practice of coping behaviors in a resource center or simulation laboratory, a student should have experiences in a real teaching situation in order to identify behaviors needed and to perceive the intricate relationships among behaviors in a real setting.
- Extensive practice of isolated behaviors in a simulated environment, without concurrent opportunities to be in a real classroom, may lead to mechanistic approaches in dealing with conditions and problems of teaching.
- Problems in a real teaching situation do not occur in isolation; variables to be dealt with are multiple. Teaching behavior in coping with the multiplicity of variables is similarly complex and requires integration of knowledge and practice, including selection from a repertoire of behaviors.

Acquiring Vision and Know-How as Bases for Change

Teacher educators, both in schools and in universities, who are satisfied if graduates understand and can cope with conditions and problems as they exist in teaching situations today appear to be setting their sights far short of the stated outcome being considered here. Educational programs and teaching practices in common use today are not yet employing what is currently known. They promise to be even less adequate in the future. New knowledge about teaching and learning is increasing at an accelerated pace, so that both present knowledge and current practice will surely be inadequate for the future.

The fact is that professional practice is not now, nor is it ever likely to be, perfect. This is true for many reasons but primarily because it is characteristic of human beings that their behavior tends to fall short of the best they know, a condition that is aggravated when new knowledge is produced at a rapid rate. A critically important quality of the professional teacher is his possession of vision of what an educational program might be and of his particular role in causing his present practice to come ever closer to his vision. Because his vision changes with new knowledge and experience, it is always out in front challenging him to improve his practice.

It is as important for a teacher education program to seek to develop vision in its students as it is for it to ensure their ability to understand and cope with problems of practice. If students are to build concepts of the ideal in terms of what is currently known, programs must be deliberately designed to provide for at least two kinds of experience: (1) many opportunities to be part of teaching situations where experimentation with new conceptions of schools, programs, teaching, and learning is going on; and (2) sustained dialogue with peers and instructors where the intent is to conceptualize and criticize new programs, new learning environments, and new teaching strategies. In connection with both (1) and (2), each student must encounter the need to state his ideas clearly, to justify them when challenged by peers or instructors, and to speculate about alternative practices for making his ideas workable.

The idea that teachers should have vision as well as understanding and ability to cope with present practice and conditions has many implications for a program of laboratory experiences. For example:

- A range of laboratories is needed, among them some in which all kinds of experimentation are going on.
- A wide degree of freedom, both in the laboratories and in the didactic sessions associated with them, for individual students to express radical notions as well as carefully designed proposals, to try implementing them, and to examine the consequences.

In the past, and indeed currently, some teacher education programs have been criticized for failure to provide students with vision; others have been criticized for failure to develop in students the capacity to deal effectively with existing conditions and problems of teaching. Often both criticisms are made of the same program. The nature of the criticism depends largely upon the critic's expectancies with respect both to the education of teachers and to the nature of programs and teaching in schools. Criticism aside, it would seem to be unintelligent at this time in educational history to advocate an either-or position. The hope for steady improvement in programs and in teaching depends upon teachers who can cope with things as they are but who constantly seek to improve them.

INQUIRY INTO PRACTICE

It is the desirability of constantly seeking to improve programs and practice that makes appropriate inquiry necessary. People, as agents of change, may focus their energies on political strategies and *often* this is necessary. However, strategies of study, research, and experimentation are *always* essential. In the contemporary setting, one without the other is inadequate; both are required in bringing about change.

In a total program of teacher education, attention needs to be given to both types of strategies. As was indicated earlier in discussion of the first major outcome, the teacher-in-preparation needs to develop both the understanding of political forces and processes and the ability to cope effectively with them. He will do this with efficiency and economy, and with best potential for transfer, when he is concurrently exposed to those forces and processes as they exist in real settings and to the bodies of knowledge and wisdom which aid in interpreting and explaining them.

A professional practitioner is obliged to carry on examination of his practice as a basis both for improvement of his practice and for contributing to the general body of knowledge in his profession. It is an obligation of teacher education programs to provide for development of attitudes toward inquiry and control over the skills and methods of inquiry on the part of students. This obligation is discharged in important ways when teacher educators in institutions of higher education and in school systems are themselves inquirers into practice and share their rationale, methods, and findings with their students.

But it is not enough that prospective teachers see their own teachers carrying on study, research, and experimentation relevant to practice. Students themselves must identify significant problems for study, acquire and use the skills and methods of inquiry, draw tentative conclusions from their findings, and consider the meaning of findings for practice and for future study. To provide such experiences for students in training clearly makes necessary both laboratory and university classroom activities, involvement both in other people's studies and in independent inquiry. A student must have a chance to conceptualize and design his own studies and not be limited to working on bits and pieces of someone else's total design.

This anticipated outcome for a teacher education program places responsibility on all who work with future teachers. It places some special responsibilities on those who manage and guide work in laboratories. For example, consider the following implications:

- Laboratories must be places where professionals are engaged in continuous inquiry into their practice, where there is an atmosphere of openness and of excitement about discovery of new approaches and new information.
- Students must be received as partners in such laboratories and encouraged to identify problems needing study, to design and carry out ways of studying them.
- Inquiries carried on in the laboratories of teacher education must be seen primarily as an integral part of the instructional program for future teachers. This is not to imply that research carried on by professors and focused on the production of new knowledge is inappropriate in these laboratories. It is rather to underline the importance of a student's learning through his own efforts to inquire into problems that are of a size he can manage and that are meaningful to him at his stage of development.

The predisposition toward inquiry as a rational approach to problems and the control over skills and methods essential to proper inquiry are prerequisites to full status as a professional practitioner.

Obviously the preceding discussion is very incomplete, focusing as it does on only two of the hoped-for outcomes of a teacher education program and treating those two only in general terms. The purpose here has been to *illustrate* a way of going about making decisions on the nature of laboratories for teacher education and of experiences to be made available in laboratories. Thus, it serves to suggest major ideas with regard to student teaching in the future. Before turning to ideas particularly related to student teaching, however, it is important to comment on at least one inevitable conclusion that must be drawn from what has been said up to this point.

A conception of preservice teacher education as the collegiate preparation for teaching, including a sequence of professional laboratory experiences culminating in student teaching, is completely inadequate and inappropriate to the kinds of outcomes discussed in this paper. A teacher is not prepared to understand and cope with problems and conditions in teaching, to operate as a rational change agent in a teaching environment, and to conduct scholarly inquiry into his practice by reason of the scattered and often protected activities that can be provided in the normal teacher education program of four or five years. Furthermore, realization of these outcomes occurs only with responsible teaching experience during which a beginning teacher is supported by having help close at hand and encouraged by the stimulation and inspiration of professionals who possess expertise in practice and in helping novices to examine their practice.

It is critical to the future of teacher education that we begin to think in terms of both school and university responsibility in working with the total process of inducting the young into the profession. It is equally important that we see the induction process as culminating, not with the end of a collegiate preservice program as now conceived, but rather at that point in an individual's practice when he has demonstrated his will and ability to be an independent practitioner and an independent scholar of his practice. With this general conclusion as a backdrop, additional ideas on the future of laboratory experiences in teacher education may be stated:

- The concept of student teaching as a full-time experience during the final years of preservice preparation in which a student tests or demonstrates his ability to teach is already obsolete.
- In place of student teaching, the professional education of a teacher will encompass a wide range of specifically designed experiences in laboratories located in school, university, and community settings and include two or more years of responsible teaching, during which the novice will continue, in association with school and university personnel, to study practice.
- The selection of laboratories and of teaching posts for beginning teachers will of necessity become a far more rigorous process. The central criterion in selection will be the capacity of the laboratory and persons working in it to involve the student of teaching in meaningful and scholarly inquiry.
- Suitable use of new media and simulation will greatly reduce the time a student needs to spend in a classroom as a laboratory.
- Significant modifications in functions of both school and university personnel will occur. There will be little need for the position of university supervisor of student teaching. Much of what is pres-

ently done by persons in this position will be done by other university professors in resource centers and laboratories and by practitioners in the schools. University personnel will be primarily concerned with the training of those who work with their students in schools and other laboratories. Jointly with teacher educators in the schools, they will guide inquiry carried on by their students.

- Persons now called supervising teachers (cooperating teachers) will be required to have expertise related to their own work as classroom practitioners; but of equal importance, they will be required to develop expertise as teacher educators.

Now the question: What is the role of state agencies and organizations? The induction of the young into the profession is a task that must be shared by state agencies. About this there can be little argument. Exactly how the state agency might function in sharing this responsibility is not clear. Two general proposals seem particularly pertinent at this time. The first of these relates to responsibility for the development of laboratory centers and the second to the urgent need for training persons to be specialists in the induction of new teachers.

Laboratory centers envisioned here are of several types, extending from a resource center in a university to community centers and including a large portion of classroom and school centers. All three types of centers require additional materials, equipment, and personnel if they are to function maximally in the education of teachers. It would seem that state financial resources might profitably be deployed in setting up all three types of experimental centers and in assuming obligation for external evaluation of their merits in operation. If work in such centers is to be optimally effective, personnel must be assigned to them and granted adequate time to work in them. State agencies should think in terms of assigning funds to school-university consortia to facilitate the designing and conducting of varied kinds of centers for the study of teaching behavior by novices being inducted into the profession.

It is apparent to all who think seriously about laboratories in teacher education that a student's experience in the laboratory is likely to have quality in proportion to the competence of those who guide his work there. Currently there are too few people with the necessary expertise. In addition, knowledge about how such persons should behave to bring about achievement of outcomes by students is inadequate.[3] State agencies would do well to earmark special funds for the production of more knowledge about behavior of those who guide future teachers in their study of teaching and for the specific training of selected persons to perform this function.

Some few years ago when it became obvious that school personnel were going to be heavily involved in student-teaching programs, there arose the question that has persisted until now: Should teachers be paid individually for this work with student teachers? Diverse policies and practices were instigated in response to the question. In many locations, substantial sums of money were used in payment to classroom teachers, on a per capita basis. As this financial burden becomes too great for individual institutions, some would suggest that state agencies should take over the financing of student teaching. The argument being made in this paper is that it is irresponsible to talk about state obligations for student-teaching programs as though the basic structure of teacher education, including student teaching, were going to remain constant.

VI

Hans C. Olsen
Assistant Dean, School of Education
University of Missouri-St. Louis

What will the practicum in teacher education be like when the millennium arrives? None of us knows, of course, but each has an image of perfection. My own picture is fuzzy in certain key areas and undoubtedly is incomplete, yet three vital elements stand out.

The first element is that each practicum student is placed in several settings during his practicum experience. He remains in one setting for a rather extended portion of the practicum period and, under the guidance of qualified supervisors, he works with pupils as a teacher. The length of time devoted to this experience enables him to get to know his pupils, to see and analyze the results of his teaching, and to follow up with revised strategies that will make his teaching more effective. This extended placement may occur at any time during his practicum period.

---

[3] Lindsey, Margaret, and others. *Supervisory Behavior in Teacher Education Laboratories.* New York: Teachers College Press, 1969. (In process.) This is the first of three monographs that will focus on production of knowledge about the teaching behavior of supervisors. The second monograph will present a middle-range theory of supervision as teaching, and the third will be addressed to questions of needed research and the preparation of supervisors for teacher education laboratories.

The rest of the student's practicum experience takes place in a variety of settings, each selected especially for him in order to extend his knowledge of teaching and increase his teaching proficiency. Placement in a new setting follows from a determination that his growth in teaching will be enhanced by that move. Each new placement is designed to help him achieve certain *specific* objectives. Some examples may help. The practicum student may spend some time observing a teacher who is particularly skillful in the techniques of questioning and another who is having difficulty handling discipline problems. His task in these two classrooms could be to collect relevant, objective data for later analysis in order to extend his perceptions of the dynamics of classroom interaction. The practicum student may sit in while a regular teacher plans a unit or lesson. This would help him learn to apply relevant criteria for selecting and organizing suitable content from his subject matter specialty. In another case he may teach the same lesson to two or more groups to gather evidence of its effectiveness with different classes. These few illustrations point up the fact that the possibilities for different placements are plentiful.

The period of time spent in each setting depends upon the purpose for being there. Observation placements may be as short as one hour or as long as several days. Some teaching placements last only a few minutes while others continue for two weeks or longer. Obviously, the practicum student may find himself in several settings, each for a different purpose, on the same day. He might start the day by teaching a lesson, then move to a different classroom to observe another teacher in action. Later that day he might cooperatively plan a lesson with a fellow teacher-to-be in still a third classroom. It is important to note again: new placements are planned during the course of his practicum experience in order to facilitate his professional growth. There is no single pattern of placement that every practicum student must follow.

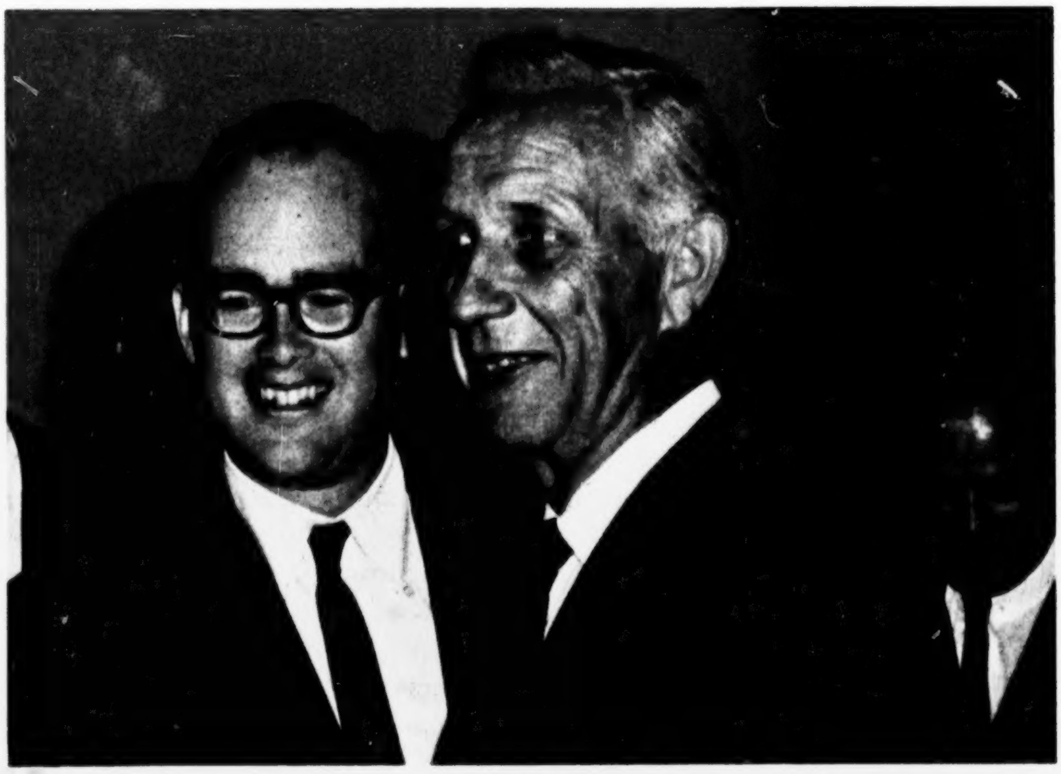
The second element is the emphasis on the analytical study of teaching throughout the practicum period. The teacher-to-be is helped to become a student of teaching. Merely unquestioningly imitating a more experienced teacher and searching for pat solutions to global problems (What is the best way to teach reading?) hold little promise for developing effective teachers. Instead, the practicum student refines his techniques for critically examining his own teaching and that of teachers he observes. With guidance and support he develops ability to handle successfully and creatively the problems he inevitably will encounter when on his own in teaching. His own distinctive teaching style evolves as he teaches, analyzes his efforts, plans new strategies, tests these in the classroom, and critically examines his teaching again.

The third important element, cooperative supervision, helps shape the entire practicum experience. This approach to guiding the professional growth of the practicum student derives from a joint policy-making arrangement between school and university. The regularized partnership of these two institutions, aided by close collaboration with representatives of the state department of education and professional organizations, creates an atmosphere of respect and trust that fosters cooperative supervision. It is recognized that the most effective supervision cannot be provided by any one person alone. Thus, a team of school and university personnel guides and supports the teacher-to-be. Both institutions are represented because they bring different viewpoints to the practicum. Neither dominates; both are necessary. The realities of the immediate classroom situation and the basic theoretical formulations, research findings, and global view of the university come together, not as discrete, antithetical entities, but in a unified, mutually supportive whole. The efforts of the team focus on assisting the prospective teacher to become the best possible teacher he can be. He is not molded to fit into a specific slot in a particular school building or system. Rather, the team works to prepare him to teach as effectively as possible in any teaching situation in which he finds himself.

Cooperative supervision involves the practicum student. It is not something done *to* him. Instead, he is a member of the team and as such participates in all deliberations. Rating his efforts and judging his adequacy are of secondary importance. The team works to extend his effectiveness as a teacher by providing objective feedback of his teaching and assisting as he analyzes it, constructs new strategies, and so on. Preaching and "laying down the law" seldom occur. All team members, including the practicum student, participate in identifying his specific needs, examining alternative courses of action, selecting the one that seems best, and testing it. This is a continuous process that requires a close working relationship among team members. The work of the team is enhanced by the fact that some people may join and others may leave as the practicum setting and the needs of the prospective teacher change. Curriculum professors from the university may be brought in for specific purposes and for designated lengths of time, one clinical professor (university supervisor) may remain throughout the practicum period, several clinical teachers (supervising teachers) may be members at different times as the practicum student moves from one setting to another, or two or three of them may be members at the same time. The building principal and school curriculum supervisors often become team members.

This brief description of three vital elements in my picture of the perfect teacher education practicum affords only a glimpse at what I hope student teaching will become. Perhaps mention of a fourth element will help. The practicum is a part of the total preparation program of the teacher-to-be, but it is also a clinical experience for all members of the supervisory team. In a very real way it helps, even forces, the participating school and university personnel to critically examine and refine their own practices. Are these four elements in my dream too unrealistic?

It is obvious that the state educational agency must exercise leadership in bringing together schools and colleges to develop partnership programs that will enhance the likelihood of the practicum I would like to see. Standards governing the preparation and selection of supervisory personnel must be worked out, encouragement to try new approaches is needed, increased financial resources are necessary, and continued refinement of other facets of the teacher preparation program must be sustained. The crucial role of the state agency is evident.



VII

Robert I. Reynolds
Graduate Student
University of California-Berkeley

There can be no doubt that the United States today is a society in rapid transformation. While general agreement may still be reached as to the origins and traditions of our society, similar ageement is not available on the nature of the important challenges confronting the society. In fact, disagreement over the identification of current challenges may well be a more important source of conflict in America today than disagreement over proposed solutions to problems commonly recognized. Certainly, few would venture a prediction as to the challenges of the future.

This has not always been the case. Fifty years ago man thought that if he understood the problems of the present he could predict the problems of the future. Future problems were, after all, mere extensions of current problems. They might be different in magnitude, but they would not differ in nature. The nature of problems did not change, and certain types of problems would always persist.

During this age, education served society effectively by teaching youth the ways in which traditional and contemporary problems were solved. If a student could master accepted techniques in the solution of specific problems, he was judged an "educated" man and one capable of success in the future. For the times, this was certainly an acceptable and pragmatic definition of education.

But times have changed. The problems of our future promise to be only distantly related to the problems of the present. In addition, the very nature of future problems will almost certainly be significantly different from the nature of current problems.

Unfortunately, while the times have changed, education has not. Many people, teacher educators especially, find it profoundly disturbing that public education, for at least the last decade, has failed to meet the needs of individuals in our society. Public education has failed to recognize the fallacy inherent in the assumption that in our age individuals are prepared to cope with the future by studying the past. Today, change is so constant that the problems of our future will arise, not from our past, but from the solutions to the problems of tomorrow.

We educators, however, have failed to recognize this reality and continue to prepare students to cope with the problems of the past and, when noncontroversial, the present. More tragically, in an age when a college student will be forced to reeducate himself three times within his lifetime merely to keep abreast of developments, we continue to regard education as the retention of content knowledge. In an age of constant change, we persist in defining educational objectives in terms of the needs of the disciplines rather than the needs of the individual. Perhaps at one time these needs were synonymous, but this is no longer true.

The objective of public education today must be the development of what Maslow and Rogers term the "fully functioning" or "self-actualizing" individual. More than ever before, society now urgently needs the services of individuals who can deal effectively with diversity, who are educated to discriminate between available choices, and who are psychologically able to make intelligent decisions. Education must concentrate, not on the retention of knowledge per se, but on the utilization of knowledge.

In an age when problems were predictable, it was perhaps justifiable for education merely to pose problems for students to solve. In our era of ambiguity, it is far more important that education teach students the process of *finding* problems and the art of *asking* questions. Man has developed a marvelous technology to aid in the solution of problems, but that technology cannot be applied to the discovery of choices if appropriate questions are not formulated. The use of knowledge in the formulation of questions may well be the major skill needed by the "self-actualizing" individual.

To be realized, the new directions briefly presented above necessarily call for new dimensions in the teacher education process. Discussions in preparation for this conference appear to have been concerned largely with fixing responsibilities for student teaching. While this is an important issue, let us not delude ourselves into thinking that field experiences for teacher candidates are *ipso facto* valuable experiences. The nature of the teaching process as it occurs in the public schools is badly in need of examination and reform. Insofar as field experiences teach the candidate to adapt to an essentially outdated system, those experiences will be a threat to the educational reforms so essential to the continued progress of our society.

On the other hand, reform is certainly not possible unless the responsibility for the preparation of teachers is firmly fixed. Until there is some central coordination and direction in the process of teacher education, reform on an effective scale is only a dream. Fixing responsibilities for student teaching is indeed a necessary condition for an effective program of educational reform, but it is not a sufficient condition. We must concern ourselves with the structure and content of the teacher preparation program.

As an initial condition for reform, teacher education must break away from the stultifying practice of isolating and measuring educational progress in terms of units, credits, or semester hours. This departure from tradition will necessitate the abolition of the traditional teacher education major and implies an individually prescribed set of experiences for each teacher candidate leading to an acknowledged behavioral objective. Unless teacher education can break with tradition and begin to measure progress in behavioral terms, educational reform is impossible.

James C. Stone proposes that new institutions called Education Professions Institutes, or EPI's, be established and given responsibility for programs in teacher education.[1] This is an important proposal. If implemented, EPI's would certainly be in a favorable position to inaugurate the proposals I make here.

The very nature of an individually prescribed program of experiences for teacher candidates precludes detailed discussion of the formal structure of such a program. By definition, such structure must be flexible and fluid so as to allow maximum attention to the needs of individual candidates. Flexibility, however, does not imply lack of direction, for the objective of such a teacher education program must be carefully defined.

The objective of teacher education programs must be the preparation of teachers capable of promoting in students those skills and behaviors which mark the "fully functioning" individual. The greatest obstacle to the realization of this objective is that very few teacher candidates have themselves experienced an educational system so dedicated.

As a first step, then, teacher education programs must redirect the experiences inculcated by candidates after four years with the academic disciplines. The majority of students entering a program in teacher education are the products of a system which, in practice, defines education as the accumulation of subject matter content simply for the needs of the individual disciplines. Through appropriate academic and field experiences, each candidate must come to understand that virtually any discipline can be taught in a way which will enrich student lives, not through the acquisition of facts, but through an understanding of intellectual skills and process. Unless teacher candidates comprehend education as process, further preparation in the "methods" of teaching is futile. The first step in the program, then,

[1] See "One Step Further," pp. 135-44.

must be an investigation of the nature and goals of education in modern society.

We should note again that no common set of activities should be required of all teacher candidates. Candidates who enter the program with an understanding of education as process certainly need not share in the experiences provided those who do not. A program in teacher education should not be visualized in terms of time but must be seen as an individual program leading to the development of identifiable behavioral objectives.

The second step in a teacher education program should lead the candidate to an understanding of how his specific field of interest can be utilized in the education of students. He investigates now the specific teacher behaviors which are appropriate to his discipline and to the teaching situation.

Since the ability to make value choices is the mark of the "self-actualizing" individual, a candidate must observe and understand how this ability is developed by students in the context of the candidate's discipline. Again, through appropriate academic and field experiences, the candidate must discover that the ability to make value discriminations precedes the ability to make value choices.

Further, the candidate must realize that the development of these competencies in students implies a much higher degree of self-direction on the part of students than has traditionally been granted by teachers. Candidates must understand that the ability to inspire students to draw from themselves appropriate responses to changing situations may well be the essential skill of the successful teacher. Unlike the traditional concept of the teacher setting the goal and controlling the student in the achievement of that goal, we have here the essential fact that the teacher must trust the student. Within the situational framework established by the teacher, the teacher must accept, at least temporarily, the student's own perceptions and goals.

Unfortunately, few teacher education programs today require teacher candidates to develop an adequate understanding of their personal attitudes, prejudices, conflicts, and roles, yet this self-understanding is essential to an acceptance of the perceptions of others. Teachers unaware of personal ambitions and prejudices can seriously interfere with student development of personal values and self-direction.

Use of the unstructured group process should certainly be considered more seriously in teacher education programs as a valuable aid in the development of self-understanding by candidates. In addition, candidates could well be aided by an awareness of the uses the unstructured group process offers in the development of interpersonal relationships among students. Such awareness certainly would lead candidates to consider the vital problems of the evaluation of student development in a process which offers no common standard of achievement such as is included in the traditional graded content curriculum.

There is yet another competency which should be exhibited by teacher candidates before they enter the final stages of their program. It is essential in our society that teachers have a well-developed sense of social conscience and an understanding of the process of community change. For this reason, teacher candidates should be required at some point in their preparation to serve an internship, of their selection, as an advocate of change in the community. Any candidate completely satisfied with the status quo will be of questionable value to the education of individuals striving to develop the competencies necessary to cope with constant change. In an age of change, teachers should be among the foremost agents of change, preparing youth to accept and manage change.

The introduction of teacher candidates to the actual task of teaching is the third step in the teacher education process. As with the entire process, this segment must remain flexible and adaptable to the needs and competencies of the individual candidate. Individual programs should vary as to length and degree of involvement and responsibility. It is to be expected that some candidates will exhibit competencies allowing them to assume full teaching responsibilities immediately, while others may be able to acquire competencies only gradually over a period of several years. Certainly, the development of differentiated staffing patterns should aid in the introduction of candidates to a teaching situation where they feel secure and competent.

Whatever the level of involvement, however, each candidate must be allowed the freedom to develop his own technique for teaching. This must be a creative, not an imitative, process and implies the freedom to fail. Each failure, however, must be viewed by all concerned as an important contribution to the development of further competencies. In an important sense, candidates must here exhibit the very behavioral traits and skills they are seeking to teach to students.

In order to aid and protect the candidate during this process, new arrangements must be established between institutions for teacher education and public school systems. Teacher education institutions should provide full-time staff assigned permanently as scholars-in-residence to public school systems working with candidates. These scholars-in-residence, as experts in teacher education, should assume primary responsibility for the programs and continued progress of candidates in the field.

Cooperating school districts should also take a more active role in the preparation of teachers and should provide staff experts to work cooperatively with the scholars-in-residence to provide effective support for the candidates.

Finally, teacher education institutions must accept *primary* responsibility for the placement, assignment, and success of candidates who have completed programs of preparation. Today, too many beginning teachers either give in to the forces of the status quo after a few years of teaching or become martyrs and leave the profession. In either case, this is a loss we can ill afford. Our schools continue to remain rooted to an archaic tradition of education and our society suffers as a result.

In certifying that candidates possess the behavioral and academic skills necessary for success in teaching, these institutions should be prepared to support their products by matching candidates with positions and then providing further services as needed by the beginning teachers. In addition, teacher education institutions should accept greater responsibility for general programs of in-service education as an initial step in the maintenance of high professional standards. Policies such as these will help instill pride and confidence in the candidates, in the institutions, and in the profession itself.

To best serve modern society, education must aid individuals in using knowledge wisely to manage change. This task calls forth in men depths of self-understanding and skills in interpersonal relationships not required in previous times. Teacher education, insofar as it interferes with the development of these attributes, will lead to continued frustration and disillusionment of teachers and students alike. Teacher education, insofar as it aids in the development of teachers possessing these attributes and capable of aiding others in pursuit of these competencies, will add to the fullness of human life.

VIII

Donald M. Sharpe
Director of Professional Laboratory Experiences
Indiana State University

One way to start thinking about what student teaching should become would be to first list the conditions beyond our control (CBOC) and the conditions within our control (CWOC).

CBOC

1. Large numbers of persons will have to be prepared.
2. Many different individuals will be involved in the process.
3. The students of teaching will have to assume considerable responsibility for their own preparation.
4. Teacher preparation will be only one of many worthwhile activities competing for university staff and money.

CWOC

1. Practice needs to be evaluated continuously in light of research. Admittance to the profession should be based on teaching competencies.
2. The resources of modern educational technology can be focused on the preparation program for teachers.
3. Teacher preparation can be recognized as the joint responsibility of the members of the profession and of colleges and universities. Cooperative arrangements can be developed involving the public schools, colleges, state departments, and the profession to eliminate duplication and to clarify role responsibilities for the persons concerned.
4. The preparation of teachers can become an exciting venture which challenges the imagination and identification of the professional teacher.

The identification of CBOC prevents us from wasting time in starry-eyed, impractical proposals that can be initiated under unusual conditions or extensive foundation support but cannot be translated into the general pattern.

CBOC

1. To plan a program that requires a ratio of one instructor to four teachers is not realistic. This is not to say that we should be content with the mass programs that obtain at the present time but that we might very well work for the kind of ratio that obtains in professional schools of medicine and law.
2. The recognition that many different persons will be involved would demand that conscious attention be given to the means of communication among those persons. It is essential that all such

persons have a chance to participate in planning and evaluating the program as well as in administering it.

3. To help students assume responsibility for their own preparation, we must make materials readily available, such as programmed instruction on teaching skills, research reports, instructional aids, and relevant books and articles. These materials need to be in the schools where the students are.
4. The education profession must show its muscle and use its political power to demand adequate financial support for teacher education.

The identification of CWOC can help us start to act.

CWOC

1. Some progress has been made in identifying teacher behaviors. We must proceed to develop instruments for evaluating teaching skills and move away from credit-counting toward the assessment of teacher performance. Recent research in the analysis of teacher classroom behavior has revealed at least three major factors related to teacher success: a personality factor—friendliness, surgency, self-concept; an organizational factor—the way one plans and organizes his work; and a logic factor—the way one thinks and helps pupils examine their own thinking processes.
2. The portable video-tape recorder would seem to have been invented for student teachers. It is the best possible way of seeing yourself as others see you. Every student teacher should have the opportunity to see himself teach via VTR. A student teacher's placement file should include a video tape of his teaching.
3. To reverse the universal trend toward specialization and compartmentalization will demand creative thinking of a high order. Perhaps truly professional state departments of education may be able to provide the vehicle for cooperative action. The federal government can make funds available. As the public schools define various roles, they need to include one which provides responsibility for teacher education. The school buildings and facilities need to recognize this added role.
4. Society is becoming aware that the teacher molds the future of the nation and the world. The alternative to the use of force to solve problems is the use of reason. Education is the key.

IX

E. Brooks Smith
Chairman, Department of Elementary Education
Wayne State University

The following argument is presented somewhat extremely to focus teacher educators' attention on a dimension of teaching that has been neglected in recent times.

There is across the world a strong reaction to modern man's over-absorption with science and technology as the only organizing centers of man's life and of his education. The dominant world culture has become absorbed with means, forgetting the ends in a Mammon-like rush for something called "progress."

The rise of existentialist philosophy and the worldwide activist revolt of students against the establishment created under the aegis of "scientific progress" are examples of reaction to the idol Technology.

The following is a limited attempt to reconstruct a point of view toward teaching that puts a knowing and feeling man back into the world picture.

TEACHING: A PRESENTATIONAL ART

The great teacher is an artist in presenting the world through his eyes, in communicating his ideas about it, and in moving people to think and feel deeply about their existence and their relationship to the world about them. He composes in the media of language, mime, sound, and picture to effect a response to the world in others. As an artist, the teacher must master the crafts of his art. For him this means "mastery of language, of the visual arts, of stage setting, of movement, and of the flow of events." [1]

Language is the prime vehicle of expression and exchange in the classroom. It is the medium for that "mental play" which should distinguish the school from the natural play of the alley or the backyard. Teachers, Dewey said, need to be able to "keep track of this mental play, to recognize the signs of its presence or absence, and to know how it is initiated and maintained." [2]

---

[1] Huebner, Dwayne. "The Art of Teaching." Unpublished manuscript, 1961. pp. 14-18.

[2] Dewey, John. *The Relation of Theory to Practice in Education*. Republished. Washington, D. C.: Association for Student Teaching, 1964.

Smith,[3] in his investigations of the teaching act, described seven major types of "didactic verbal behavior" in teaching performance: defining, classifying, explaining, conditional inferring, comparing and contrasting, valuating, and designating. "Teaching is improved when the teacher is made aware of the actions he performs linguistically," analyzes them for effectiveness, and changes them accordingly.

Teaching can be viewed logically as a "task word" and the action it describes as a "system" somewhat discrete from learning. To *learn* is seen as a "paralleling" and corresponding "achievement."[4] When this is the way teaching is conceived, then one of the actions in this system would be the teacher's presentation of his symbolic transformation of experience in a manner or method which will encourage students to develop their own conceptions and presentations in dialogue with his. This action, or as an existentialist would describe it, this "engagement," would require artful strategies of presenting. These would include the teacher's logical organization of his concepts around appropriate themes and the psychological reorganization of them for presentation to youngsters, the subtle framing of questions, which will create dialogue, and the careful preparation of resource materials, displays, demonstrations, and talks for explaining. There is an art in the making of these presentations when students become "engaged" with the teacher in the lifting of thought through classroom communication. The teacher works very like an artist as he molds and sculptures ideas for presentation in symbolic forms which will cause transactions between the pupil and his environment and between the minds and experiences of students. Teaching is an act of presentation, a commitment to the generation of ideas and spirit among men. Teaching is the question and explanation of Socrates, the pilpul of the Talmudic academy, as well as the parables of Jesus. It is the persuasive rhetoric of Erasmus, the finely honed logic of Bacon, as well as the polemics of Churchill and the quietly powerful exhortations of Lincoln. Teaching is the clever and orderly arrangement of facts, concepts, and generalizations by Herbart as well as the artful leading of children to conceptual schemes by Froebel. The telling images in film created by Fellini and the simple but momentous messages in language and musical sound of Britten's *Noyes Fludde* are teaching. The charm, persuasion, and good sense of Sylvia Ashton Warner in her dialogues with children epitomize the art and craft of great teaching. Teaching at its finest creates epiphanies, little revelations of life.

---

[3] Smith, B. Othanel. "A Concept of Teaching." *Language and Concepts in Education.* (B. O. Smith and R. H. Ennis, editors.) Chicago: Rand McNally & Co., 1961. pp. 94-97.

[4] *Ibid.*, p. 90.

Student teaching must be in this argument a study of what teaching should be, given a reconstructed world view that centers education upon the task of knowing life.

The student approaching teacher education will need to be involved deeply in a humanistic education that stresses the self-discovery process of learning as he engages in transactions with his environment and in interaction with his teachers and the knowledge they can organize and present. Science and technology are studied in their proper place: science as but one process for coming to know, metaphorical imagination and logical reasoning being others; and technology as mere extension of man's tools. The questions of aim and value will be raised constantly in this education. During this period of his education the student teacher will experience the presentational and communicative arts of teaching. His teachers will be models for him to emulate.

The second phase of a student teacher's education will involve him in an analysis and critique of the symbolic presentations of teachers recorded on video tape. This process of analysis will be more like modern literary criticism, which looks at the ideas thrust of a literary work and the means by which the communication is achieved, than like the analysis of an animal's behavior and reactions to it. Focus will be on the symbolic presentations of the teacher and the responding symbolic presentations of the pupils. Student teachers will compose their own teaching presentations, organizing their teaching strategies in view of the logic of ideas, the aesthetics of communicative style, and the psycho-logic of possible pupil response given the intellectual and emotional maturity of the pupils in their own social setting. Experimental teaching episodes will be video-taped, then viewed and discussed in the above terms with special focus on the value questions raised and discussed. Student teachers will video-tape their own teaching, view the tape, and write critiques of it, and then an experienced teacher and a college supervisor will view the tape, read the critique, and confer with the student teacher, critiquing the means of teaching composition and discussing alternative ways. This instruction in teaching will be a dialogue between teachers and student teachers resulting, it is hoped, in the refinement of the presentational and communicative processes that make up teaching.

X

Joe Smith
Professor of Education
Chico State College, California

The chief condition which must be established for a thrust forward in student teaching is the possibility for responsible commitment. Mechanical conditions and protocol and fiscal potentials have all been explored, plotted, and refined. True, few have come to pass, but they have been blueprinted[1] and wait only on the successful application of politics. What has not been thought through with care, though, is the role that commitment and responsibility have to play in the development of a teacher.

Somehow there must be found a way to engage a young person in some meaningful relationship to the teaching act at the point where he indicates a desire to teach. Whether this point is in high school, the first years of college, or graduate school does not matter; the possibility for involvement with teaching and learning that carries with it responsibility for the quality of performance must be present. It might be tutoring, it might be service as a teacher aide, it might be playground supervision, it might be home teaching, it might be any one of a number of activities. The chief criteria would be that the activity be congruent with the readiness of the student-becoming-teacher and that responsibility for performance is built in.

(These criteria may be entirely too severe, for too often—if I may be somewhat cynical—regularly credentialed teachers are assigned tasks beyond their readiness, and most of the responsibility seems to fall upon their pupils!)

Can we envision the reorganization of schools in such a way that the induction and professional growth of persons in teaching are parts of the school system?

A number of writers and speakers have suggested recently that there needs to be a restructuring of the profession into grades of responsibility. Most of these suggestions have come from considerations of merit pay and salary differentials. I should like to suggest that in the notion lies the kernel of possible practical developments in student teaching.

---

[1] Joint Committee on State Responsibility for Student Teaching. *Who's in Charge Here?* and *A New Order in Student Teaching*. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966 and 1967.

At the top of the hierarchy (Oh, awful word!) will be the person called *teacher*. He might have responsibility for developing curriculum, analyzing data concerning pupils, and prescribing assignments and programs for a number of classes. He might only occasionally actually show up in a class, and then, heaven help us, not to "lecture." He might have on his *team* a variety of technicians, from media experts to programmers to tutors and monitors. Within this array of technicians and experts there certainly could be provided opportunities for students-becoming-teachers to be responsibly employed.

Being so employed, the student teacher would *have* to be responsible to the school, to the pupils, and to his fellow team members for *doing* the thing which he is employed to do. He would have to commit his time and his energies, and he would have to stand for an evaluation of his work and the possibility of being discharged for failure to perform, or failure to perform effectively.

There is another precondition for the establishment of such a situation: Teaching must be seen as a professional task which is definable apart from the thing being taught. At the present time, schools employ teachers because they "know" history, or they "know" mathematics, and so forth. Technology is moving us way, way beyond this point, has so moved us. The subject matter (the data, in other words) is already being researched, programmed, stored, "media-ed" by small teams of experts outside the school—in publishing houses and media centers of one sort or another.

The expertise of the teacher is becoming that of analyzing data concerning pupils, diagnosing learning difficulties, prescribing the most probable successful combinations of data and programs for given pupils and given groups of pupils. In the organization of the school, and in the inclusion of the student-becoming-teacher in that organization, the tasks of analysis, diagnosis, and prescription must take precedence over the examination of units accomplished in this, that, or the other body of data (called subject matter).

It seems to me that state departments of education and teacher education colleges could profitably get together to develop demonstration and research centers *in and with the cooperation of* school districts. In such centers the details of a new organization for teaching-learning, one which could involve students-becoming-teachers responsibly, could be worked out.

I do not make this suggestion idly or with any lack of respect for the really farsighted thinking which already has gone on concerning fiscal responsibility and administrative control. But in the past seven years my responsibility has been partly for the development of a student-teaching program in cooperation with the Napa State Hospital, a part of the California State Department of Mental Hygiene, and with the Preston School of Industry and Frico Ranch for Boys, both parts of the California Youth Authority. In these instances we have managed to work out good fiscal arrangements, housing and transportation, *and* the business of commitment and responsibility. Our students are given a class and made responsible for it; they are involved in induction and disposition conferences with the professional staff and *know* that what they do or do not say and the data they predicate upon *will* affect the immediate and long-term future of the pupils (inmates) being discussed. Often these same student teachers return to the campus for more student teaching in regular situations, and the effects of the responsible commitment at Napa or Frico or Preston are immediately visible. They do not hold the same things to be important that the master teacher does, or the college supervisor. They will not sit calmly for a copycat semester. They seek and use data concerning the pupils assigned to them. They work at reorganizing purchased texts and media for specific application to their groups. When my colleagues and I visit in the schools where these student teachers are employed for their first year of teaching, we find they do the same there.

What I am suggesting is that the next big leap forward in student teaching generally might well be the translation of this dynamic we are employing into the situation in local schools. We have tried to do it at Chico State College but have had to admit, so far, that the schools are not organized to assimilate the dynamic effectively and that the focus, in any case, seems to be on subject matter mastery by the teacher rather than on skills and expertise.

One final word: It is my belief that schools and colleges do not have a lot of time in which to work out such arrangements and purposes as I have implied. The current unrest about schools is much more to the point than was the unrest of the fifties and early sixties. The intention of some to provide an alternative is serious and through federal funding is being worked out, often effectively. I would urge all who have a responsibility for schools to move rapidly and to take advantage of the very good thinking about financing and organization which already has gone on. Add to it the dynamic of *responsible involvement* and the dynamic of *commitment of time and energy,* and soar.

CHAPTER FIVE

Innovative Ideas in Student Teaching
I. An Overview

Kathleen Amershek and Chandler Barbour
Assistant Professors of Education
University of Maryland

The reports of innovative ideas in student teaching which follow this overview are presented as representative of the field at large. The intent is to provide some bench marks for implementing the recommendations of the Joint Committee on State Responsibility for Student Teaching which were so clearly stated in *Who's in Charge Here?*[1] The Committee's definition of student teaching was used to set the scope of the reports: " 'Student teaching' should be understood to mean observation, participation, simulated teaching, internship, externship, and other field experiences which are part of a teacher education program."[2]

We sought identification of innovative student-teaching practices from a cross-section of the profession—chief state school officers, representatives of school and college personnel, students, authorities in administration of student teaching, officers of national organizations, and all of the R&D and regional educational laboratories—as well as from current research.[3] Sources other than the traditional ones were investigated, such as industry and other professions, which also are concerned with preparing people for the field, since they could offer some interesting ideas for student teaching from a different point of view.

---

[1] Joint Committee on State Responsibility for Student Teaching. *Who's in Charge Here? Fixing Responsibilities for Student Teaching.* A Discussion Paper. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966.

[2] Joint Committee on State Responsibility for Student Teaching. *A New Order in Student Teaching: Fixing Responsibilities for Student Teaching.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967. p. 2.

[3] Johnson, James A. "A National Survey of Student-Teaching Programs." Unpublished manuscript, Northern Illinois University, DeKalb, 1968 U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research Project No. 6-8182, Grant No. OEG 3-7-068182-2635, 1968.

The response was enthusiastic; in many instances, several sources suggested the same program. Written descriptions were then requested from each program that was recommended, with the noneducation program descriptions usually being secured through interviews.

Over 150 descriptions were examined. The selection of those to be included in this report was difficult because many of the ideas were so similar. But this great similarity served as good background for highlighting the few programs that were considered to be unique. The final choices are representative of new practices in student teaching and of the strongest of the more conventional programs. Several exciting proposals were submitted which are not yet operational and therefore do not illustrate practice at this point. Only those programs which are in use were considered for inclusion.

The focus of the Baltimore Conference on "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching" may imply only ideas that are largely concerned with the logistics of financial support, certification, and legal responsibility. While these features were fully considered, in reading the program descriptions we found many ideas of small scale that seemed to hold promise for improving the field if they were implemented on a grander scale.

Many of the programs had common concerns of a logistical nature. One such concern was for the placement of great numbers of student teachers; another was finding effective plans of supervision. The use of noncollege personnel for supervision was described by many of the programs, but truly new positions—with new responsibilities, prerogatives, and jurisdictions—were established by only eight. Some of these new positions were established to better integrate professional study and practice through different schedules of assignment in the classroom. Although time arrangements varied, the essence of the experience was the same—more use of schools in conjunction with methods courses at the colleges. There was strong interest in the use of inner-city schools and in experience with minority cultures.

The video-tape recorder was the most common technological innovation reported, used in most instances for microteaching, in both preservice and in-service education. The programs reported conventional use of the technique, and one program is using it as a means of in-service supervision.

One university described a structure for its program of student teaching which is based on competencies to be developed by individuals rather than fitting individuals to preset expectations. Other programs are variations on conventional ones.

A limited use of techniques for effecting attitudinal changes in teaching personnel was reported. Sensitivity training for preservice students appears especially in programs designed to prepare teachers for inner-city schools, although all five programs cited show a variety of uses of the technique.

The problem of transfer of learning from theory to practice is not unique to teacher education. Investigation of other sources such as the Job Corps, businesses which supply services to education, industrial training programs, management programs, government agencies, and the related professions of law and medicine—produced several ideas that may have merit for student teaching. Most of these program descriptions were obtained through interviews with training officers or heads of training departments since publications about the programs generally were of the public relations type. The subsequent distillation of these interviews produced rather different results from the review of materials from the teacher education programs. Threads of practice that are translatable to student teaching were more prevalent than whole programs that could be adapted easily. Such threads were found running through many of the programs and are assumed typical. Given the difference in goals between the education and noneducation fields, this is not an unexpected conclusion.

It seems more useful for this report to identify the major trends among various companies than to try to describe training programs. The ideas cited below seem to fall into two areas: the use of unusual alliances of resources and the identification of a broad area of ability in personnel pools.

The use of unusual alliances to achieve sound training for industrial personnel includes multi-use of the community, formation of new groups for special tasks, and new organizations of government and industry cooperation. The community has become part of the laboratory experience.

The importance of employees knowing a community in order to fit into the industry's practice was underscored by two companies. Standard Oil of New Jersey (ESSO) sends its young management personnel through a series of placements in its operations in various countries before deciding on their permanent placement. The guiding factor is how well the trainees understand the influence of the community on ESSO's operations. Their ability to participate in the community is judged valuable to the company. The concern with community urban problems has been used similarly by the Chesapeake and Potomac Telephone Company of Maryland.

Other professions have started requiring candidates to spend time working for community agencies. The prospective professionals must present evidence of work with civil rights organizations, legislative projects, medical jurisprudence, and youth or other community agencies which utilize the candidates' talents for agency needs while they learn what those needs are.

Some industries have taken over the financing of particular components of public school programs in order to maintain an adequate labor pool in the community. With an industry bearing the cost of training, the schools can offer the program the industry needs as part of the regular elective curriculum for students who later will seek employment in that industry. When an alliance of industry and school is formed, both parties seem to gain. Industries also reported the use of established college courses, especially at the graduate level, to increase employee competence. Bell Telephone Laboratories and the National Aeronautics and Space Administration are the leaders here.

The identification of broad areas of ability in personnel is the second major trend in noneducation programs. These programs strive to build on the special strengths of their trainees rather than modify them to fit company standards. They seem to have done more with individualization, behavioral objectives, and efficient use of machinery than have the teacher education programs.

Bell Telephone has established an assessment center for new employees to study thoroughly the unique potential each person brings to the company and invests sufficient time and resources to establish the most productive support. The company willingly invests in the education of personnel as potential growth for itself.

NASA invests heavily in assessment procedures before selecting personnel for its varied and highly skilled needs. The guiding philosophy is selective admission and the use of a diversity of techniques to "shape up" a candidate for the job. Stress is put on the use of electronic simulation, electrowriters, and other technological devices to expand the talents of a highly productive person rather than trying to find an additional person of equal ability.

To summarize the ideas from this investigation is difficult. The approaches to the problem of transfer of learning from theory to practice for education and noneducation interests are not comparable because of their differing motivations. Yet there is value in knowing what others have found productive. In summary, the education programs have concentrated on quantitatively organizing experiences which offer provision for variation. The noneducation programs have accepted the impossibility of educating students for specific situations and have been willing to invest money in developing trainees' unique assets. These programs are moving from the training to the educational concept.

The grid which follows offers a summation of the features of the programs in teacher education. The brief descriptions of these programs indicate who may be contacted for further information. Further information on the noneducation programs may be obtained from the authors.

The descriptions which follow have been checked by the sources, but no on-site evaluations of the programs were made. The responsibility for selection and inclusion of each description rests solely with the authors. Our audacity in labeling a specific idea "innovative" is justified we think by the wide scope of the investigation and the credentials of the nominators. Although the survey was extensive, the probability of overlooking a promising idea is too real to be ignored.

II. Program Descriptions

PROGRAM	State Plan	New Position Developed	Interinstitutional Cooperation	Integrated Professional Program	Individualization of Experience	Cross-Cultural Experience	Technology	Sensitivity Training	Analysis of Teaching
CALIFORNIA 1. Immaculate Heart College					X			X	
2. San Francisco State College	X			X		X		X	X
3. Temple City Unified Schools		X							
COLORADO 4. Cherry Creek Schools and University of Colorado			X			X	X		
5. Colorado State College							X		X
GEORGIA 6. Atlanta Schools		X	X	X					
ILLINOIS 7. Southern Illinois University					X			X	
8. Northwestern University		X		X	X				
KANSAS 9. Kansas State Teachers College			X						
MAINE 10. Gorham State College			X			X			
MARYLAND 11. University of Maryland		X	X				X		
MICHIGAN 12. Hope College		X	X	X					
13. Wayne State University		X	X						
MINNESOTA 14. University of Minnesota-Duluth				X	X				
NEW JERSEY 15. Montclair State College				X		X		X	
NEW YORK 16. Fordham University			X	X		X			
17. Pace College				X	X			X	X

PROGRAM	State Plan	New Position Developed	Interinstitutional Cooperation	Integrated Professional Program	Individualization of Experience	Cross-Cultural Experience	Technology	Sensitivity Training	Analysis of Teaching
NEW YORK (Cont.) 18. State University College at Brockport and Rochester Public Schools			X	X		X			
19. Yeshiva University				X		X			
OREGON 20. University of Oregon and State Department	X	X	X						
21. Portland State College					X				
PENNSYLVANIA 22. Bucknell University					X				X
TENNESSEE 23. George Peabody College				X	X				
UTAH 24. Brigham Young University							X		X
WASHINGTON 25. Washington State University and State Department					X			X	
WEST VIRGINIA 26. Kanawha County Public Schools and Cooperating Institutions		X	X						
WISCONSIN 27. Wisconsin State University — La Crosse				X					
REGIONAL LABORATORIES 28. Far West Laboratory for Educational Research and Development							X		X
29. Upper-Midwest Regional Educational Laboratory			X	X		X			

1. **Self-Directed Changes in an Educational System.** *Immaculate Heart College, Los Angeles, California 90027. Contact Sister Helen Kelley, President.*

This experiment designed to bring about a climate of self-directed learning in schools and personal growth for teachers is being conducted in conjunction with the Western Behavioral Sciences Institute at La Jolla. The developers hope that it will provide a means for effecting changes in a school system in a relatively short time.

The program is for both prospective and in-service teachers and focuses on climate in educational situations and teachers' abilities to be receptive and flexible in their missions. The authors of the program cite research which demonstrates that these qualities can be effected by intensive group experience, also known as T-grouping or sensitivity training. They note that business, industry, and government agencies have used this tactic in improving leadership and communication within their structures but that it is a relatively untapped resource in education.

Participants have met for weekend encounter groups with staff members from the Institute. It is the objective of the groups to provide maximum freedom for personal expression, exploration of feelings, and interpersonal communications. It is hoped that defenses will be dropped, enabling participants to relate directly and openly to other group members. The predicted outcomes are (a) individuals who know themselves and each other more fully, and (b) a climate of openness and honesty which generates the trust needed for persons to effect more innovative and constructive behavior. The creative capacities of individuals, rather than being stifled, are expected to be nourished and expressed in this environment.

2. **San Francisco State College — Sausalito School District — San Francisco Unified School District Teacher Education Project (STEP).** *School of Education, San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132. Contact Dr. James E. Bixler, Director, STEP.*

STEP is a multiple-funded cooperative effort to change teacher education for persons working with economically disadvantaged pupils in the following ways: (a) to improve selection of volunteers, white and nonwhite, who express interest in teaching in desegregated or ghetto schools as well as to develop a group of minority youth qualified to enter teacher education; (b) to develop a coordinated innovative preservice/in-service teacher education curriculum for college students, resident teachers, and paraprofessionals which is directly related to effective elementary school classroom practice; (c) to develop a corps of supervising teachers to prepare professionals and paraprofessionals to work with other school personnel in Satellite School Units surrounding the Education Professions Development Center; (d) to develop evaluation instruments for studying the effectiveness of teaching and to conduct research permitting effective evaluation of STEP. STEP is organized around the following areas:

Preservice/In-service Preparation

The STEP curriculum is based on the premise that the training of teachers and of teachers of teachers should be carried on in a program which provides continuous involvement in the classroom. The primary focus is upon developing effective ways of dealing with classroom tasks.

1. Preservice and in-service preparation takes place in one Education Professions Development Center (in Sausalito) and nine Satellite School Units (four in Sausalito and five in San Francisco).
2. The primary emphasis in the social studies curriculum and instruction is on the Taba Curriculum Development Project model.
3. Direct experience in the classroom from September through the following summer and successive roles reflect the increasing levels of competence as students progress from teacher assistants to student teachers to nonpaid interns in a one-year sequence.
4. The instruction is in strands rather than blocks so that educational psychology, educational sociology, C&I in social studies/R-LA/math and AV are taken concurrently from September through summer.
5. Innovative use is made of media. Still photography, slide series, filmstrips, and recordings illustrate and test sensitivity to pupil response. TV is used to teach techniques and to cover students' progress with children, with immediate playback for self- and peer analysis and cooperative evaluation by students and faculty.
6. The unique Curriculum Materials Center has both a wide variety of instructional units, kits, literature, and new experimental materials for pupils and professional library materials—all used by the students and teachers in relation to the correlated seminars and direct experience.

Group Counseling

STEP provides teacher candidates with an opportunity for the interplay of personal and professional dimensions of life to be explored in the encounter group and later in the nonevaluative climate of a small group of peers under the leadership of a profesional counselor.

1. Counseling provides an opportunity for confronting the dichotomies between attitudes and values of teacher and pupils who come from different cultural settings.

2. The counseling "laboratory setting" increases the probability for relating development of professional competencies to personal growth.

Community Educational Services/New Careers

STEP candidates and teachers are directly involved with parents in relation to their children's schooling and to their own self-improvement. In addition, teacher candidates are recruited from low-income minority neighborhoods to ensure models demonstrating that schooling is profitable. STEP supports:

1. A Community Educational Services program to gather and share professional information and inspire and involve the community in the effort to change and improve education, including special adult education sessions for "educationally deprived" parents.
2. A New Careers program to seek out minority students who are potential teachers, help them enroll and stay in college through work-study programs, other financial assistance, tutorial programs, and guidance, and eventually to become effective teachers.

Evaluation and Research

STEP activities require ongoing inspection and follow-up assessment. Major responsibilities of this staff are:

1. To provide descriptive data on the student teachers and to compare this and other meaningful groups, such as students in the regular student-teaching program.
2. To obtain data relating to the experience of the STEP students.
3. To develop evaluation instruments for studying the effectiveness of teaching and for possible use in selection of candidates.
4. To conduct research permitting evaluation of the effectiveness of the STEP program.

3. **Differentiated Teaching Staff.** *Temple City Unified School District, 9516 East Longden Avenue, Temple City, California 91780. Contact Fenwick W. English, Director of Projects.*

The Temple City plan, although it includes many aspects of administrative reorganization, represents an innovative program for staff development. It is concerned with the induction and continuing education of in-service personnel but obviously has implications for college programs that are preparing teachers.

In the differentiated staffing plan, teachers are treated differently in assignment of responsibility, in pay, in selection processes, and in evaluations. Personnel are selected on the basis of experience and qualifications and are retained in their positions or promoted on their ability to perform in assigned capacities. This idea is contrary to the popular notion that all teachers should be treated equally.

The plan was developed and continues to be regulated through a high degree of staff participation. One significant strength of the plan, according to the developers, is the provision for implementing ideas of the professional staff.

Basically, changes come in the hierarchy of personnel when individuals are reassigned. Additional remuneration comes with increased professional responsibility, which means a change in the roles of the teachers. These new responsibilities imply increased training and experience in the program.

The idea that one teacher can be all things to all students is eschewed in favor of a reorganization of the various tasks that occur in the schools. Flexible scheduling, dual use of instructional models and resource facilities, and delegation of tasks must be accepted for efficient employment of this plan. In addition, personnel must come to the point in their educational thinking of assuming responsibility for each other's performance: full-fledged maturity in the perception of this program is required. Conversely, the staff members must be willing to add to the program by being involved in professionalizing and disciplining their own ranks.

From these new definitions of the teaching role come opportunities for advancement, positions for regulating the profession, increased decision-making power in school programs, and suitable environments for teamwork.

A brief description of the roles in the staffing plan indicates the utilization of personnel. Salaries are not noted since these are currently being revised.

1. *Master Teacher.* Introduces new concepts and ideas to schools, translates research into instructional probes while serving in a teaching role, has responsibility for improving staff talents. He works with the senior teacher in developing new theories of curriculum and learning units.
2. *Senior Teacher.* Is responsible for application of curriculum innovations to classrooms, is a master teacher and a learning specialist, has a limited role with classroom teaching but considerable concern with the teaching of teachers.
3. *Staff Teacher.* Performs functions of typical classroom teachers except that clerical duties are eliminated.

4. *Associate Teacher.* A neophyte to the profession, one who is not expected to be a skilled diagnostician within his subject or skill area.
5. *Academic Assistant.* Works with children on a limited instructional basis within learning centers. Could also be a teacher intern.
6. *Educational Technician.* Assumes many of the clerical and housekeeping tasks and some instructional responsibilities of a general teacher aide variety.

An integral part of this model of differentiated staffing is the concomitant installation of flexible scheduling. The philosophy involved is that not only must teacher talent be differentiated but so must the time to deploy that talent to meet specified learner needs.

4. **A Comprehensive Teacher Education Program.** *Cherry Creek School District and University of Colorado. Contact Milton Schmidt, Director, Teacher Education Project, Cherry Creek School District, Englewood, Colorado 80110; or Dr. Stephen Romine, Dean, School of Education, University of Colorado, Boulder, Colorado 80302.*

This is a cooperative program of formal education, plus work, training, and service experiences to induct new teachers into teaching. The attempt is to redesign the practicum phases of teacher education as well as to meet some practical problems.

The program differs from the conventional type in that there is a progressive transition from campus-oriented education to service and practical learning in a variety of school and community environments. Students begin in the third year of their teacher education program to assume duties in actual classrooms. This continues through the fifth year when they receive the bachelor's degree. Full-time teaching during the sixth and seventh years is arranged and opportunity is given for a master's degree. The instructional roles that these students fill will be as instructional assistants, interns, and residents.

The program developers feel that this earlier connection of theory and practice will be highly beneficial. The differentiated instructional roles are considered a better means for inducting new personnel because they represent continuing professional development.

Other positive features of the program are (a) the opportunity students have to receive pay during the matriculation phase of a teacher education program; (b) the opportunity they have for experience in differing cultural environments; (c) earlier screening of teaching problems and incompatibilities; and (d) the individually tailored programs to minimize the wasteful loss of certificated teachers from the profession.

Basically, the program is a reorganization of the professional sequence, allowing earlier induction to field experiences. The overall practicum phase is much longer and is carried on concurrently with the campus part of the professional experience. There is no indication that professional courses will be altered significantly, but the assumption is that longer and more varied field experiences (different models) will result in higher competence.

The idea of close involvement of school and university implies that a stronger responsibility can be placed with public schools for teacher education.

5. **Remote Teacher-Training Center, Institute for Child Study.** *Colorado State College, Greeley, Colorado 80630. Contact Dr. John H. Meier, Director of the Institute.*

This program of in-service training for teachers in early childhood education attempts to develop, by means of various new media, the communication and feedback features of a laboratory situation for personnel who live long distances from the campus. It is designed to effect optimum economy and efficiency in training.

Participants have their initial orientation to the program in summer sessions in either an on-campus one-week workshop or an on-site concentrated two-day session. The remainder of the program is handled by remote control, with participants in the field being supervised from the CSC campus.

Essentially, the program involves the development of training units, filming examples of these for models, and forwarding the models to participants who use them to imitate in their own classrooms. The participants in turn video-tape their own teaching attempts and forward them to the training center in Greeley where a team critiques and returns them with recommendations to the participants.

The trainees are fairly well clustered within a geographical area which affords ready access to recording equipment. Most of them are involved in early childhood programs such as Head Start or Follow Through.

The instructional units are sent out to the satellite sites at two-week intervals. Sixteen units contain a total of sixty-four learning episodes which are designed around the basic objectives of the New Nursery School. Each training unit includes prepared learning units to be tried in the classroom and an explanation of their terminal objectives. A model learning episode is presented on a film clip. Directions include suggestions for viewing and working with the instructional materials. There are critique and response sheets on which the trainees provide feedback information to the training center.

A staff member at the training center views a trainee's video tape, prepares a critique using the same format as the trainee, and returns these so that the trainee can again view the tape as the critique is considered.

This program is still in the experimental stage. If it shows positive results, there are important implications for future programs of in-service training for teachers in early childhood education. The subject matter and grade level obviously could be altered to fit other situations if the project develops as well as anticipated. The program was initiated through an NDEA Title XI grant and has been extended through an EPDA grant.

6. **Differentiated Staffing Program.** *Atlanta, Georgia, Public Schools and area colleges. Contact Dr. Lucille Jordan, Director, Title III Program, Atlanta Public Schools, Instructional Services Center, 2930 Forrest Hill Drive, S.W., Atlanta, Georgia 30315.*

The teacher education program idea developing in Atlanta deals particularly with a long-term field experience that stretches from high school through the postgraduate internship year. While many of the program features are concerned with a more logical and appropriate introduction to teaching, there are some practical side effects as well.

This program differs from the conventional in that potential teachers can be identified as early as the high school years and can start getting classroom experience as teacher aides at this time. Professional-type experiences can be furnished through Future Teachers of America chapters. From then until they graduate from college, they spend at least one-quarter of a year in teaching activities and the remaining quarters in regular college work. In their senior college year, the students assume considerable responsibility for teaching and after completing the bachelor's degree enter a closely supervised internship.

The student passes through a variety of roles in this process. He recognizes his responsibility early and sees the relevance of his college courses to the learning situation in the schools. The developers of this plan see another advantage in eliminating the incapable and miscounseled student early in career preparation.

The teaching experiences in the schools provide a solid base for these students to relate to their college classes. Their concerns, questions, fears, and needs can be identified early, when extensive attention can be given to them. As an ongoing service to the developing teachers, supervisory teams, each made up of the principal, the supervising teacher, the clinical professors, and the college adviser, should work together to map out experiences for the students. These teams should concern themselves with the growth of students and how rapidly they should approach different roles. The director of such a project should hold a joint appointment with the school system and with the colleges involved to insure maneuverability.

Other features of the program are as follows: (a) experiences for students in different schools, different cultural communities, and at different levels; (b) aide pay, permitting many more potential teachers to enter the programs; (c) increased time for regular staff to attack other classroom problems; (d) an opportunity for the school system to recruit and channel more people into areas that need staffing.

Interest in this cooperative endeavor as a pilot study in Atlanta is beginning but no structured plans, staff, or budget exist. There is no evidence on which to evaluate programs of this sort as yet. Their value must be based on the premise that roles in schools can be learned earlier than has been attempted heretofore and the process of experiencing these roles can serve to make the teacher induction process more fruitful. The idea of using the environment of learning in public schools to promote teacher education appears innovative and promising.

7. **NEXTEP (New Exploratory Teacher Education Program).** *Southern Illinois University, Edwardsville, Illinois 62025. Contact Dr. Merrill Harmin.*

NEXTEP is an ongoing program working toward the development of an ideal teacher education curriculum. It is also training school supervisors and teacher trainers, with support from the U. S. Office of Education.

The NEXTEP curriculum is different in many respects from conventional programs. Learners have many more choices about what and how they study. Grades are replaced by descriptive evaluation reports. There is much attention to the personality development of the teachers in training. Courses are replaced by briefer study units which have either clear objectives or clear procedures, or both. Small "core groups" are formed to provide security and guidance. Practice experiences are woven throughout the course of study. And self-discipline and exciting teaching are the chief motivating forces.

All students in the NEXTEP developing model curriculum are placed in four-person core groups and taught a series of strategies for making the most of the resulting peer-led interaction. Cross-groups are formed by having one person from each core group meet together in a new group. Cross-groups and community meetings provide a communication network in the program and stimulate personal and social growth.

Learning is organized around units of study which students contract to master when they are ready for them. Ideally, units have operationally stated objectives and alternate learning routes. Students are informed that they may also invent their own learning routes.

NEXTEP presently has units on such topics as handling disruptive behavior in the classroom, helping students clarify values, developing empathy, exercising students' thinking, and using interaction games to meet needs and teach interpersonal skills.

The mood of the program is humanistic, flexible, and open. There is much emphasis on releasing the natural potential of learners and removing impediments to interpersonal effectiveness.

The NEXTEP staff still faces many questions. How can learners be helped to move toward self-responsibility effectively? What teaching skills are important and how can they be specified operationally? How can learning be aided by nonhuman resources such as papers and machines? Nevertheless, the experience to date with NEXTEP has been positive. The curriculum is evolving and becoming elaborated in ways which appear to be useful. New and effective practices have been identified which can be used, in whole or part, in existing teacher education departments.

8. **Tutorial-Clinical Program.** *School of Education, Northwestern University, Evanston, Illinois 60201. Contact Dr. William R. Hazard, Director of the Program.*

The Tutorial-Clinical Program is designed for strong teacher preparation in subject fields and the art and science of teaching on the assumption that the liberal and professional components are integrally related and can be developed best by a new approach. Its objectives are (a) to individualize teacher education, (b) to involve students in more direct relationships with pupils and schools, and (c) to develop teaching competency through direct analysis and supervised practice.

Formal courses in theory and methods are replaced by a four-year sequence of tutorials and parallel clinical experiences—observing, tutoring, planning, teaching, and evaluating—under the direction and supervision of tutorial professors, clinical professors, and cooperating teachers.

The tutorial professors, full-time members of the School of Education faculty, work with 10-12 students individually and in groups. The clinical professors are faculty members of both the University and the cooperating schools. As practicing master teachers, they maintain their skill through continual classroom teaching. These professors, along with cooperating teachers, continuously assess the students' professional skills and ultimately recommend their certification.

The tutorial-clinical approach is inductive, starting in the freshman year. Students begin with questions or problems and seek tentative answers in academic courses or clinical practice. The questions frequently come about from the clinical work and are brought to the tutorial for colleagues to analyze. Tentative hypotheses are proposed and provisions for testing are worked out. The constant interplay between classroom experience, discussion in tutorial, and study of professional literature promotes student inquiry and interest.

The professors have a major responsibility for program development and meet periodically to review and assess, with the help of students and cooperating teachers, the content of the tutorial and clinical work. The program is flexible and components change as experience and evaluation dictate. The following is an overview of the four-year sequence.

1. Freshman tutorials focus on social problems and institutional responses to them. Selected human values such as wealth, educational opportunity, power, health, and affection are examined in relation to American culture and social institutions. An exploration of these values and their distribution within society provides a means of partially integrating a cluster of otherwise disparate concerns. Discussions of contemporary social conflict and politics deal with questions of how given values *ought* to be distributed, and social criticism focuses on our failures to achieve just distribution. Field trips to such agencies as juvenile court, child-welfare organizations, and minority interest groups give the students some grasp of the realities of value distribution.

2. The sophomore tutorials explore critical issues in philosophy, sociology, and related behavioral and social sciences and their relationship to schools, pupils, and teachers. The students participate in clinical assignments at the elementary and junior high school levels. These

assignments, arranged on a half-day-per-week schedule, expose the students to laboratory settings for observation, tutoring, paraprofessional responsibilities, and an active induction into school and teaching procedures. At the end of the sophomore year, students decide on their certification level (elementary or secondary) and teaching field.

3. The junior and senior year tutorials, a two-year sequence, are designed for five teaching fields: elementary (K-9), English, social studies, mathematics, and science. They are directed by specialist tutorial professors and focus on curriculum, teaching content, and methods. Elementary teachers develop concentrations (9 courses) in two academic areas, and secondary teachers complete comprehensive majors in one teaching field. The students meet regularly with their tutorial professors to discuss academic course work and its relevance to their teaching role in the schools and to develop teaching plans for implementation and testing in the clinical setting.

The clinical professors arrange two-year assignments for the students in one or more schools. Elementary candidates are assigned to the building principal, secondary candidates to the appropriate department. In both instances, students move in and out of various assignments as needed to develop a broad range of teaching skills. This two-year assignment gives the students continuity with the school, the faculty, and the pupils and is intended to foster early development of teaching skill.

During these two years, the students meet regularly in groups and individually with their clinical professors to analyze the teaching problems, methods, and their individual development. The clinical work consists of one-half day per week of observation, teaching, and research in the schools. During the winter quarter of the senior year, the students teach half-time every day. Specific teaching assignments are planned jointly by the student, the clinical professor, and the classroom teacher. Throughout this two-year sequence, the students' teaching performance is assessed and the classroom assignments are tailored to build their competency. Cumulative records on performance in both the tutorials and the clinical assignments guide the professors' assessment and advisement of their students.

Upon successful completion of this program, which is approved by the Illinois State Teacher Certification Board, students are recommended by the University for regular teacher certification. Freshman students entering Northwestern may apply for admission to the program, as may limited numbers of underclass transfer students.

9. **An Experimental Study of Professional Education for Secondary Teachers.** *Division of Teacher Education, Kansas State Teachers College, Emporia, Kansas 66801. Contact Dr. J. T. Sandefur, Chairman of the Division.*

This program was the result of a proposal developed to determine the benefit of an experimental over a conventional teacher education program. It now exists as a fifth-year program for liberal arts graduates who wish to acquire certification. Its objectives are (a) to have knowledge related to teaching identified and organized in a systematic fashion, and (b) to implement a series of laboratory experiences to accompany this professional content—to integrate professional and laboratory study.

The experimental program replaces formal courses with three "phases" of professional preparation based on a structured study of content in conjunction with planned laboratory experiences.

Phase I is a semester of intense observation and coordinated reading. The observation, to determine the nature of the learner, is done by closed-circuit TV which originates in the campus laboratory school and is supervised by an experienced professor. In planned seminars the students discuss the content and implications of the coordinated readings.

Phase II, participation, takes place in public school classrooms where the trainees serve as aides to the regular teachers. Readings and seminars on selected topics, organized to keep pace with the students in the laboratory settings, are continued.

Phase III, student teaching, is based on the idea that concepts acquired through observation, participation, and readings can be tested through practical application. Effective techniques, teaching functions, and applications of tools used in a classroom are emphasized. Seminars and readings are continued during this phase.

The developers have substantial evidence that the experimental program participants concluded their experience with more desirable behavior ratings. In addition, the desirable behavior ratings of the pupils involved with experimental program teachers were improved more than the ratings of other pupils. The experimental groups evidenced more use of indirect teaching behavior, and the general ratings on members of the experimental group were higher.

The behavior changes evidenced by the experimental group were concluded to be a result of the experimental program.

10. Teacher Education and Job Corps Cooperative Project. *Gorham State College, Gorham, Maine 04038. Contact Dr. Kenneth Brooks, President.*

A pilot project has been established between a Job Corps Center and Gorham State whereby students from the College receive training at the Center in teaching disadvantaged women and a group of women from the Center are admitted as students at the College. The planning and development of the project was a joint enterprise involving the staffs of both institutions. Objectives of the program are (a) to extend educational opportunities beyond those available at the Job Corps Center, (b) to enrich the experience of student teachers through teaching disadvantaged youth, and (c) to utilize the talents of the faculty and staff at both institutions for their mutual professional benefit.

A small number of JC Center students are currently enrolled for credit in regular freshman courses at the College. In addition, a carefully planned adviser-advisee program has been developed to aid the women in making the transition from the Center to the College. Interested undergraduates have provided regularly scheduled assistance to Corps students in matters of college and community life. The director of Upward Bound at Gorham State is serving in the capacity of academic adviser and meets with the women weekly to offer encouragement and evaluate their progress.

In a reciprocal arrangement, Gorham seniors are assigned to the Job Corps Center for one-half of their student-teaching semester. These students are selected jointly by College and Center directors on the basis of (a) their enthusiasm for working with the disadvantaged and their interest in the program, (b) their proficiency in the major field of study and understanding of growth and development, and (c) their adaptability to an atypical classroom situation.

Teaching at the Center provides opportunities for student teachers to broaden their horizons and develop new insights. Each selected senior participates in two widely contrasting learning situations—an eight-week period in a public school followed by an eight-week period at the Job Corps Center. The seniors return to campus each Friday to participate in a seminar to share their experiences with other students. There is evidence that the seniors in the project have developed a greater perception and versatility in the use of teaching techniques and resources.

The sharing of services by College and Center is considered mutually beneficial. Faculty members at the College are contributing leadership in curriculum revision at the Center. Job Corps women have actively participated in a sociology seminar in which they freely exchanged viewpoints, both personal and objective, with class members. This experience is indispensable to the growth of both underprivileged Job Corps women and typical college students. Job Corps personnel who have served as speakers at convocations and seminars at the College are challenging the goals, attitudes, and aspirations of future teachers. They have alerted students to the satisfactions of a teaching career among the underprivileged.

Benefits to both the College and the Center are gratifying. Long-range evaluations are planned to determine if objectives of the project will be accomplished.

11. **Teacher Education Center.** *College of Education, University of Maryland, College Park, Maryland 20742. Contact Dr. James F. Collins, Coordinator, Office of Laboratory Experiences.*

The center concept is a unified approach to teacher education, focusing on a cooperatively developed and administered preparation program with emphasis on continuing career development. The Office of Laboratory Experiences has developed a number of these structures in cooperation with several county school districts in Maryland and with the Washington, D. C., system. The objective is to present a coordinated program of preservice and in-service experiences to meet the needs and interests of undergraduate students and experienced professionals in such a way that each begins a study of teaching at his own level of development. An allied objective of the program is to utilize more fully the resources and talents available in the regions served by the centers.

Coordinating this program in each center is a full-time person jointly selected and employed by the public school system and the University. His role, generally, is to plan an effective laboratory experiences program for the MU students assigned to the center and to coordinate an in-service program for supervising teachers who work with these students.

The students are in the schools one day a week for one semester during their junior year and full time for eight weeks, if secondary, or full time for sixteen weeks, if elementary, during their senior year. They are not assigned to one supervising teacher but to the staff of the center or to a department within the staff. This places the responsibility for planning, directing, and assessing the development of a student teacher on a number and variety of people and ultimately on the whole staff of the center.

The MU supervisors serve in the capacity of curriculum and teacher education consultants to the staff of the center. They work more directly with the supervising teachers than with the individual student teachers. Thus, the public school personnel assume increased responsibility for the preservice program and in return the University assumes increased responsibility for the in-service program in the form of tuition-free courses and workshops together with seminars and consultant services.

The student teachers have intensive ongoing experiences wherein they gradually assume major responsibility for the instructional program. The experiences vary in number and duration, depending mainly on their individual needs, interests, and developmental patterns. Sandwiched in with these intensive experiences are a variety of extensive experiences designed to give the students a broad and comprehensive view of teaching. The extensive experiences can vary from short, two-hour "porthole" observations to perhaps eight or ten half-days of observation and limited participation.

In each center a sequence of courses is being offered to develop a staff of associates in teacher education. These courses consist of (a) in-depth study and practice of different cognitive and affective systems for the analysis of teaching, such as Interaction Analysis, OScAR 5V, and Galloway's Non-Verbal Scale; (b) procedures for the modification of teaching behavior, such as microteaching, 35mm time-lapse photography, simulation, and video-tape feedback; (c) the study and implementation of different teaching strategies; and (d) the study of supervising behavior. These courses carry three semester hours of graduate or special student credit and are offered free to cooperating center staff members in return for their work with students.

Full implementation of the ideas embodied in the teacher education center concept will ultimately establish a new kind of joint sovereignty for teacher education shared by colleges, state departments of education, public school systems, and professional associations.

12. Teacher Education Program. *Hope College, Holland, Michigan 49423. On program element No. 1, contact Dr. Lamont Dirkse, Acting Chairman, Hope College; or Dr. Dan Paul, Hope College. On program element No. 2, contact Dr. Claude Crawford, Principal, Douglas Elementary School, Saugatuck, Michigan 49453; or Dr. Calvin Vanderwerf, President of Hope College.*

The Education Department of Hope College has initiated a new pattern in teacher education that represents changes in organization and content as well as philosophy. Much of the clinical part of the program has been affected by the cooperative relationship set up with Douglas Elementary School, in Douglas, Michigan. The objective is to prepare affect-oriented teachers who are concerned with the total development of the child and who are prepared effectively to function this way. Two elements of the programs that focus on clinical experiences are noted below.

1. *Miniteaching.* This is a prestudent-teaching experience that provides structured teaching opportunities for students. It is planned to unite the teaching methods discussed in class with the experience of putting them into practice. Students are in teams that prepare lessons for children. About two weeks are used in planning each unit and this is followed by the teaching of the unit in a school. These planning and teaching intervals are spread throughout the semester. Each team determines its own approach and presents the lesson plan to colleagues prior to teaching. Evaluations are done after the teaching to provide the teams with guidance for the next unit. Guidance is given by college instructors and the teaching is observed by the instructors.

2. *Microteaching.* This is coordinated in the education center that has resulted from the cooperative arrangement with Douglas School. The total-participation plan involves bringing Hope College seniors to the Douglas School full time for a year. They are assigned as associates to experienced teachers, receive part-time pay and 20 semester hours of credit, and are supervised by college personnel. The trainees teach in their specialty areas and an attempt is made to place each trainee with pupils who are motivated to work in the associate teacher's area of interest. There are additional teaching assignments as well. Professional growth for these associate teachers comes through seminars conducted by college staff, the ongoing relationship with the experienced staff, and maximized classroom experience.

The program developers feel that this approach to teacher education with a minimum of formal course work and total involvement in a school where the philosophy is affect-oriented, is the most productive means of inducting new teachers.

13. An Undergraduate Team Internship Program in Elementary Teacher Education.

Department of Elementary Education, Wayne State University, Detroit, Michigan 48202. Contact Dr. E. Brooks Smith, Chairman.

The WSU Department of Elementary Education and the Detroit Public Schools have employed a pattern for producing more self-directing student teachers which represents a change from regular student teaching and a modification of the typical internship. While the plan involves organizational changes in the field experience, a "teaching for pay" element, and community service, the primary goal is to offer an advanced professional opportunity that provides a situation in which the analysis of teaching can occur on a regular basis. The objective can be defined as making an experience available that will serve to move the teacher-trainee from playing roles to assuming roles. The program is a transitional experience for the second-term student teacher who previously was an "outsider" in the classroom. It allows appropriate guidance but permits freedom for the trainee to extend himself.

A teacher-director, jointly selected from the public schools, is assigned full responsibility for the instruction and administration of two nearby classrooms. Four interns per semester are assigned to him. Working as a team and in pairs under the guidance of the teacher-director and a clinical instructor, the interns plan all classroom activities for the children. Each intern is present 80 percent of a week. The clinical instructor, who works closely with the teacher-director, is a college supervisor who coordinates the program and devotes 20 percent of his time per team unit. Systems for the analysis of teaching are employed to allow the interns the opportunity to share planning, teaching, and the assessing of results with the teacher-director, their teammates, and the clinical instructor. A fourth major role in the internship program is the clinical professor, a senior faculty member of the College of Education who serves as adviser, giving 5 percent of his time per team unit.

The benefits of the program for teachers-in-training are as follows: (a) It affords a team system for joint planning but independent teaching. (b) It allows joint assessment but individual reteaching. (c) It permits time for planning conferences, for video-taping and observing in schools, and for analysis and critiquing sessions based on data collected from teaching episodes.

There are four units in operation. There is no special funding and supervisory loads are the same as in regular student teaching. The time for clinical supervision is gained by concentrating four interns in one training station.

The developers have evidence that the team interns, when given responsibility for classrooms, not only survive but innovate and carry out noteworthy educational programs. In a follow-up study, principals who hired the graduated interns have described them as second- or third-year teachers. A prospect for the future of this arrangement is that the internship team can become the innovative cell from which new ideas can move forward.

14. Correlated Teacher Education Program (COTEP). *University of Minnesota-Duluth, Duluth, Minnesota 55812. Contact Dr. Tomas Boman, Director of Secondary Education.*

The philosophy behind this program is that more adaptable and more highly trained educators must be available to meet the changing needs of society. Its developers feel that conventional programs which produce teachers to fit a particular curriculum and organizational pattern suffer in this age. The concern, they say, must be on concepts of teaching rather than techniques.

The objective of this two-year program for juniors and seniors is to produce teachers who are highly adaptable and who can rationalize theory with practice. To accomplish this objective, COTEP makes greater use of and provision for earlier induction to field experiences, individualizes the course of study, and is a cooperative effort of college and public school staffs. The organization of the program is as follows:

Junior Year. Phase I—tutoring in the public school and study of the physical, social, and emotional growth of the child, plus selected readings in school organization. Phase II—microteaching and the study of human learning, measurement, and statistics. Phase III—small-group instruction in the public school and the study of methods of instruction and evaluation of learning within a subject matter specialty.

Senior Year. Phase IV—full-day preservice teaching in the public school and continued emphasis on the study of the design of implementation of instructional strategy, plus selected readings in educational philosophy. Phase V—independent study and/or research related to the preservice teacher's area of concentration, plus development of a personal philosophy of teaching.

To maintain the close contact with field experiences, a student teacher is assigned to a supervising teacher when he enters the professional sequence in education. His initial responsibility, in addition to course work, is to tutor a few students under the direction of the supervising teacher. As he grows in ability to assist in the classroom and in his understanding of the pupils, his task increases until he has direct responsibility for a group, including planning and implementing instructional strategy. The student teacher progresses through the program at his own pace, depending on his mastery of the capabilities for each phase. The supervising teacher has the responsibility of directing the student teacher's school experiences and a tutorial professor assists in planning and supervising his program. These two persons cooperatively evaluate the preservice teacher's progress.

In essence, each student teacher has a program of teacher education individually structured to meet his own needs. The traditional material normally covered in methods courses on campus is covered in this program in individualized instruction, independent study, and small-group seminars directed by the college personnel.

15. **Special Programs for Urban Teachers (SPURT).** *Montclair State College, Upper Montclair, New Jersey 07043. Contact Dr. Lawrence Kenyon, Director of SPURT.*

In the interest of better preparation of classroom teachers for New Jersey cities, Montclair developed the SPURT project to give participants more adequate training for teaching roles in inner-city situations. Montclair prepares teachers primarily for secondary schools.

SPURT involves a twofold thrust: to create more student interest in urban teaching by providing realistic preparation, and to increase faculty concern for and involvement in the educational problems of disadvantaged youth. The program combines three types of learning experiences which are considered necessary for urban teaching: experience in human relations through course work and workshops; development of backgrounds in sociology, psychology, and professional education through courses oriented toward urban problems; and field work in both urban schools and community agencies.

Students enroll in the program in the second semester of their sophomore year. They take two special courses per semester, including educational and sociological foundations courses with emphasis on urban environment and problems, methods courses, and group dynamics. They spend a minimum of 6 hours per week in field work through the first four semesters and then do student teaching for a minimum of ten weeks in an urban school.

During the first semester students do their field work in social agencies (Youth Opportunity Center, Head Start, a hospital social service department, etc.) and repeat this experience in the junior year. During the fall semesters of the junior and senior years, they work as teacher aides in public schools in a variety of planned experiences. Students are assigned to classes in their major teaching field. In addition, they work in special areas such as reading classes, guidance offices, or special education classes.

The human relations feature of the program is incorporated to sensitize both students and faculty to the disadvantaged. In this endeavor, concepts and techniques developed in human relations training have been woven into the program. One course is devoted to the dynamics of human relations.

No assessment has been made of the program. However, informal feedback from participants indicates it is worthwhile.

16. Apprentice Teacher Programs. *School of Education, Fordham University, New York, New York 10007. Contact Dr. Harry N. Rivlin, Dean; or Dr. Philip Vairo, Acting Chairman, Division of Curriculum and Teaching.*

Fordham has developed a pattern of preparing classroom teachers for urban schools which can be described generally as apprentice teacher programs, the clinical phase of a multidisciplined unit approach to learning and teaching. The developers hope that the new programs will prepare competent beginning teachers and give them the support they need in launching careers in urban areas.

The objective is to blend observation, theory, and apprentice teaching into a single frame. Directed observation by the apprentice teachers is the takeoff point for greater understanding of the theories underlying the teaching-learning process and their application. The experiences gained by the trainees in observation and teaching become an integral part of their course work at the University. The course work, in turn, helps the trainees to adapt to the policies and practices in the school while learning to apply alternative procedures.

The program is open to undergraduate and graduate students and normally takes one year to complete. The first phase includes apprenticeship as a teacher assistant and enrollment in a course in learning and teaching. Trainees work under the direction of a classroom teacher and under the supervision of the university instructor. They serve about 4 hours a day for the entire term. During the second semester the students are assigned as apprentice teachers at grade levels contiguous to the previous assignment and enroll in the corresponding course in learning and teaching. This plan allows a wide range of experiences and continued skill development. In the related course there is also extensive field work in programs developed by social agencies or schools to assist urban families.

Some features of the plan are:

1. It stresses on-the-job training for teachers but always with the support, guidance, and supervision of trained personnel.
2. It enables the prospective teacher to prepare himself quickly for service.
3. It applies basic principles of learning to the education of teachers and stresses the importance of learning by doing, of learning a skill in the context in which it will be used, and of the careful graduation of learning so that the learner masters one phase before he goes on to the next.
4. It stresses the connection between theory and practice and relationships among various phases of education.
5. It sees teacher education as a truly cooperative undertaking by schools and universities.
6. It rejects the outworn concept that the competence of a beginning teacher can be developed by a lockstep progression through a series of unrelated courses.
7. It provides for the kinds of cooperative preservice and on-the-job teacher education activities designed to lead to the continuing professional growth of both school and university personnel.
8. It utilizes the University's resources in many disciplines in addition to those usually available in teacher education programs.
9. It bridges the gap that frequently exists between preservice programs and the initial experiences of the teacher after appointment. (This is accomplished in the follow-up course that is designed to assist with the problems encountered by beginning teachers.)

17. **Apprentice Teacher Program.** *School of Education, Pace College, 41 Park Row, New York, New York 10038. Contact Dr. Frederick Bunt, Dean.*

The Pace elementary teacher education program has a professional sequence that differs considerably in nature and organization from most conventional programs and represents a new direction for the College. In an attempt to improve upon conventional programs, the following guidelines were adopted (modified form):

1. Concepts of teaching should serve as bases for selection of content and experience opportunities in the professional sequence.
2. Organized bodies of subject matter should be used as resources from which needed information, principles, and concepts help the student to better understand the teaching-learning process.

3. Each student should develop, under guidance, a concept of teaching concurrently with his first opportunities to participate in teaching tasks.
4. Initial experiences in the professional education program should be planned with the needs and concerns of the student as a starting point.
5. The professional curriculum should make provision for evaluation of the student's achievement in terms of his ability to perform essential teaching tasks.

A three-phase undergraduate professional curriculum was developed, based on these guidelines.

Phase I (first semester, junior year) provides for a simple, comprehensive overview of the teaching act. Students are placed immediately in a nearby public school where provision is made for observation of and participation in teaching. The goals of the course emphasize student development of (a) a concept of teaching, (b) a knowledge of the values and assumptions which channel their understanding of teaching, (c) an understanding of the contributions various foundation areas make to successful teaching, and (d) skill in analyzing the teaching act.

Utilizing principles developed by the National Training Laboratories, students are guided toward an awareness of self and others. Basic beliefs about life, people, and especially teaching are uncovered through "awareness groups."

As part of the students' observational activities, demonstration lessons are performed at a cooperating public school. Two special rooms equipped with one-way vision screens and electronic listening devices provide the facilities for controlled observation by all students. At these times students use the Flanders Interaction Analysis System of categorizing verbal behavior as one objective means of analyzing teaching.

Phase II (second semester, junior year) provides for intensive study of curriculum and instruction in the elementary school setting. A team of instructors specializing in various areas of the elementary school curriculum utilize a problems approach for this 12-credit block of methods courses. Problems of teaching and areas of needed study (identified in Phase I) are used as focuses for the development of experience opportunities.

A concept of teaching—"Persistent Teaching Situations"—is used as an overall frame of reference for categorizing and studying the identified problems. Persistent Teaching Situations are those recurring situations which teachers face day to day in their work. Each situation calls for some action on the part of the teacher. It is noted that ten basic situations provide the scope and depth of the teacher's tasks in work with children. Specific situations can be determined from the basic ones. In the Pace program, there is an emphasis on working with these in finding the substance of teaching acts.

Phase III (senior year) is subdivided into two parts. First, an experience in student teaching, called apprentice teaching, is offered. Students are placed in special service schools located in ghetto areas of New York City. They are paid $2.50 per hour during the practice-teaching experience and it is expected that they will return as licensed teachers to these areas after graduation.

An integrating seminar concludes the professional sequence. An interdisciplinary course, this seminar is taught by a team which includes representatives of the Social Science Department and the School of Education. It focuses on the crucial educational issues of today, exploring and studying problem areas from sociological, anthropological, and historical perspectives. Students are expected to return to their apprenticeship schools for some time each week for experiences related to the seminar.

18. The Professional Year. *State University College at Brockport and Rochester Public Schools. Contact Dr. Andrew D. Virgilio, Acting Chairman, Department of Education, or Dr. William C. Rock, Professor of Education, State University College, Brockport, New York 14420.*

The overall goal of the Professional Year program is preparation for urban education. It involves juniors and seniors, liberal arts graduates in a teaching internship program, and administrative interns. The students have become an integral part of the faculties of four cooperating elementary schools in Rochester. The program was planned by school and college personnel, Rochester central office personnel, and representatives of the Rochester Teachers Association and is supported financially by the school district, the University, and state and federal funds.

The four schools involved in the professional year were selected on the basis of the following major criteria:

1. Students have the opportunity to work in racially integrated classrooms.
2. The principal has had prior experience in the preparation of new staff members.
3. The school is involved in the development and implementation of new approaches to urban education.
4. The school has a successful history of participation in student teaching.
5. The program has the full support of principal and faculty.

All students at Brockport are in liberal arts programs during their freshman and sophomore years. Those who decide to become elementary teachers complete a 30-hour professional program during their junior and senior years while completing their liberal arts requirements.

To illustrate the program, in one of the four schools, fourteen undergraduates, four teaching interns, and one administrative intern have been assigned to the staff. The participating juniors and seniors are viewed as assistant teachers and are assigned to teaching teams in the nongraded program. Their responsibilities increase as their skills improve. A clinical professor assigned to the school full time to coordinate the program provides continuous supervision, and content professors come to the school to supply related instruction, thus blending course work and field experience. The students are in the school for the full year, live in the city, and participate in experiences to acquaint them with the total life of the community, including seminars and field trips on urban living and planning.

The teaching interns are assigned to full-time classroom positions and are supervised and supported by a helping teacher. In effect, a team of five works with four groups of children. Interns are paid $5000 a year. During the summer preceding the school year, they complete 12 hours of professional work. After the year's internship and a summer session following, they will receive a master's degree and permanent certification. Those who remain in the Rochester schools will be placed on the second step of the salary schedule.

The administrative intern is an experienced teacher completing certification requirements for school administration. He reports to the principal and is supervised by a professor of educational administration from the College. He relieves the principal of many routine administrative duties, enabling him to be more directly involved in the teacher education program.

As a result of the program, it is expected that students will:

1. Include community resources in planning for instruction, e.g., people, agencies, cultural centers, local publications.
2. Use the environment and experiences of children in communicating concepts.
3. Express instructional objectives in behavioral terms.
4. Utilize diagnostic tools to assess pupils' skills and plan instruction on the basis of the results of such findings.
5. Use conceptual frameworks of teaching for the analysis of teaching and learning.
6. Identify divergent cultural patterns which characterize the children with whom they interact.
7. Identify geographical, socioeconomic, political, and ethnic forces which act upon urban education.
8. Identify and express changes occurring in their feelings about and perceptions of other people.
9. Identify, within the role of teacher, components other than instruction.
10. Accept teaching positions in urban schools.

19. **Project Beacon Training Program.** *Yeshiva University, New York, New York 10003. Contact Dr. Joseph B. Gittler, Dean, Ferkauf Graduate School of Humanities and Social Sciences.*

This program undertakes to prepare liberal arts graduates for effective teaching in slum schools. Theoretical studies are organized in seminars dealing with psychology, sociology, and education. Field experiences include year-long observations in depressed-area schools, interaction with the people and neighborhood institutions, and student teaching. The philosophy behind the program is that education for disadvantaged children must be handled differently and that teachers must possess special insights, attitudes, and skills in working with learning problems in such environments; further, that these attributes can be developed through participation in soundly conceived, integrated programs of theoretical studies and field experiences.

The general objectives of this multifaceted program extend the aims of conventional teacher education to include strong emphasis on disadvantaged learners in depressed environments. A theme of the program is in making teacher education applicable to inner-city situations and relevant to working with disadvantaged children.

The main components of the program—theory seminars, field observation and social work, and student teaching—are run more or less concurrently, being blended together so that there is close articulation of study and field work. The developers feel that there is an interdisciplinary character to the curriculum and that the whole program is "problem-focused." The main content of curriculum elements and general procedures are as follows:

> *Seminar on Human Development and Learning* (fall and spring, 9 credits). Concepts and approaches in developmental psychology, personality theory, learning theory, and social psychology as related to the guidance of academic learning and social behavior in schools in poverty areas. Classroom observations and minor experiments.
>
> *Seminar on Social Organization and Process (fall, 6 credits).* The urban poor and the educational problems and needs of their children, from the perspective of contemporary sociology and anthropology. Emphasis on theoretical concepts relating to social organization and institutions, racial and ethnic groups, and social and cultural change. The instructor supervises social field work.
>
> *Seminar on Curriculum and Instruction* (fall, spring, summer, 18 credits). Professional understandings, skills, and attitudes deemed essential for effective teaching of disadvantaged children. Emphasis on curriculum development and instructional strategies in the several curriculum areas, individualizing instruction, planning instruction, classroom management, evaluation of outcomes, and "action research." The instructor supervises student teaching.

The work in the above seminars involves analysis of a few problem areas and is varied according to the needs of the participating students. Instructors in many departments, guests from other universities, and resource people from schools and neighborhoods are involved.

Social Field Work (fall, 10 hours per week, no credit). Students are apprenticed to the school-community coordinators, social workers, family workers, and attendance officers of four of New York City's "more effective schools" for interaction with the people and institutions of the neighborhood.

Student Teaching (spring, 24 hours per week, 3 credits). Students are assigned to all-day student teaching in the four schools and engage in social field work. Cooperating teachers are selected jointly by university supervisors and school principals. University supervisors observe and confer with each student at least once a week.

20. Oregon Plan To Improve the Induction Process. *University of Oregon, State Department of Public Instruction, and cooperating colleges and school districts. Contact Dr. William H. Harris, Director of Teacher Education and Certification, State Department of Public Instruction, Salem, Oregon 97310; or Dr. John Suttle, College of Education, University of Oregon, Eugene, Oregon 97403.*

The improvement of clinical experiences is being furthered in Oregon by concentration on certain positions and relationships important to teacher education. The statewide plan was developed to correct the major weaknesses frequently found when teachers are given supervisory responsibility without adequate training. The objective is to develop and implement a specialized curriculum for school and college supervisors who work with teachers in training on the premise that by improving supervision, the field experience phase of teacher education will reap the benefits, thus resulting in an improved induction process.

A number of guidelines were developed when the plan was started. These related mainly to the education and training of supervisors, use of time, pay, responsibilities, and cooperative relationships that would permit new roles in supervision. Subsequent planning developed into statewide activities that encouraged action on supervisory training. Conferences, classes, seminars, and workshops were planned, and work-study groups were organized, all designed to develop competence. The teacher-preparing institutions have sponsored conferences and workshops for similar purposes.

Two teacher education institutions have worked toward the goal by instituting the position of clinical professor, a joint appointment by the college and the public schools with responsibilities to both. In general the clinical professor directs the field experiences of student teachers and implements in-service programs for supervising teachers. The role is interpreted differently at the different institutions but is considered to have the means for facilitating the achievement of many objectives outlined in the state plan.

The creation of new roles and a new organization for field experiences has resulted in attempts to provide strong university programs for training the persons involved. Supervisory competence is now conceded, and in order to maximize its effect, Oregon institutions are promoting strong programs in supervisory training. Career positions are being encouraged and courses planned specifically toward this end are now available.

Oregon educators seek to extend the plan and to insure the stronger supervisory roles with more financial reward and prestige. There is evidence that these efforts, roles, and new conditions are producing greater growth on the part of teachers in training.

21. **Episode Teaching.** *Portland State College, Portland, Oregon 97207. Contact Dr. Paul Lundy, Assistant Director of Teacher Education and Certification, State Department of Public Instruction, Salem, Oregon 97310, or Dr. James R. Hale, Department of Education, Portland State College, currently on leave serving as director of the Guam NWREL Education Project, P. O. Box 3631, Agana, Guam 96910.*

The basis for Episode Teaching lies in experience-centered learning and represents a plan for trainees to achieve teaching competence sooner and in a more rewarding way. It is designed to get away from the dependency patterns and dulling routine of conventional induction plans. The objective is to take advantage of the student teacher's readiness, interest, and creativity while placing him in a directly responsible role for teaching. By placing him on a par with the regular teacher and giving him a distinct exposure to the teaching act, the trainee avoids falling into an imitative and routine role.

By using episodes, the trainee can build a series of experiences in teaching that will maintain him. He starts with and focuses on a self-contained event, not part of the ongoing program. The topic and subject can be derived from the student teacher's strength or interest and all planning is done by the student. Therefore, he presents himself as the kind of teacher he would like to be: he selects his own model.

This plan presumes the productiveness of self-corrective behavior. The student must bring to this lesson clearly identified aims. If his readiness is strong from his previous college work, then it can be exploited best by involvement in episodes of teaching. The supervisor's role becomes one for observation, analysis, and feedback rather than demonstrative instruction.

After a number of teaching episodes have established the student as successful in an area, he can be given greater responsibility for developing sequential episodes. In this way, successive subjects are assumed until the role of teacher is attained.

If episodes fail, the student can interrupt his beginning experiences in teaching to gain more readiness without upsetting the classroom program. Since the student teacher's work is self-contained, there is no difficulty as far as the pupils' program is concerned.

Other advantages of episode teaching are (a) emphasis on the teaching act, (b) provision of initial success, (c) substantive material for supervision, (d) maximum acceleration into responsibility, (e) operational consonance between educational philosophy and practice, (f) optimum import into teaching of the student's college education, and (g) identification of deficiencies or inappropriate practice as the student's own product.

The enjoyment of a nondependent relationship with supporting teachers and freedom to impart new ideas appear to be very satisfying for students who are in this role. Feedback from these students gives evidence that this can be a highly satisfactory model for inducting new teachers if the conditions of flexible supervisors and well-versed students are involved.

22. The Bucknell Plan. *Department of Education, Bucknell University, Lewisburg, Pennsylvania 17837. Contact Dr. J. William Moore, Chairman.*

The Bucknell teacher education plan was developed six years ago and is being implemented in stages. It rejects both a methods approach to instruction and the apprenticeship approach. Instead, the teacher is prepared as an instructional researcher so that every learning problem for every student becomes a research problem which can be treated with all the sophistication that a research methodology makes possible, To attain this goal, each student is provided an opportunity to acquire a knowledge of the psychological, sociological, and curricular variables which relate to learning and to develop research competencies which enable him to (a) identify learner characteristics relevant to the instructional process, and (b) develop, test, modify, and retest hypotheses relevant to the most appropriate conditions for learning.

The Bucknell Plan is a single, unified program (i.e., a single professional education program for preparing teachers for elementary, secondary, gifted, culturally disadvantaged, etc., pupils) which is aimed at preparing teachers to effect change in learning behavior at all levels. To achieve this objective, the plan has been developed around five courses, each involving experimental laboratory experiences with children. Faculty in the Department of Education have been recruited especially for the program.

The first course allows the student to acquire selected philosophical and sociological concepts relevant to the major objectives of schooling as well as certain sociological variables which influence the learning of the individual child. It also is designed to involve the student in elementary research problems of a sociological nature.

The second course involves the student in the psychological variables associated with learning and, as in the first course, all students are required to engage in a laboratory experience involving research in individual psychological variables.

The third course is designed to provide a means for the prospective teacher to acquire the knowledge of the curricular variables related to individualization of instruction and to be able to conduct research involving them.

The fourth course is designed for the student to acquire concepts of test theory with special emphasis on individualized instruction and a conceptual framework of instruction as a basis for observation and evaluation for hypothesis generation and testing as a means of resolving learning problems of students. The laboratory dimensions require the student to use an elementary or secondary school pupil who has been classified as having serious learning difficulties as the subject of research study based on these hypotheses.

The fifth course requires the student to generate and test instructional hypotheses related to individual learning problems in a classroom learning situation on a full-time basis.

Selection criteria for staff members included (a) productive, experimentally oriented educational researcher with interest related to the teaching-learning process, and (b) interest in teaching and teacher preparation.

Although yet to be implemented, the plan calls for individualization of the entire professional education sequence.

The program reports results of improved student attitude toward teaching, increased student success in modifying individual pupil behavior, more students continuing graduate professional education, and a high correlation between prospective teachers' abilities to intellectualize the instructional process and to teach in the classroom.

23. Professional Semester in Elementary Education. *George Peabody College for Teachers, Nashville, Tennessee 37203. Contact Mary Jo Collier, Supervisor of Student Teaching.*

This is a "package program" requiring student involvement each day of the semester and represents a change from the conventional program in student teaching at Peabody. Its objectives are to more effectively bridge the gap between campus and classroom for students in education, to strengthen relationships between schools and the College, and to individualize the programs of student teachers. The outstanding features of the program are student teaching, observation and participation, field trips, laboratory and library sessions, individual and group conferences with the college teaching team, and workshops which include demonstration teaching and analysis.

During the first eight weeks of the semester the time is divided into three phases: observation and participation, laboratory, and return to observation and participation. Education courses are taken concurrently with the field experiences.

The observation-participation phase is designed to prepare the student for full-time student-teaching experiences. These 12 hours per week provide an opportunity for him to get to know the school, the community, and the children. The faculty team and the supervising teachers work together to coordinate the college courses with the elementary classroom activities.

During the laboratory phase the student returns to the campus for three weeks for a variety of experiences designed to give him a broader view of the elementary school picture and enable him to assess his own strengths and weaknesses and gradually make his entry into the professional work. The laboratory phase includes:

1. *Video-taping.* Each student is asked to plan and teach a lesson in an assigned content area and his performance is taped for approximately five minutes. Immediately following the taping, the student, faculty members, and the video technician view the tape and follow up with a group conference.
2. *Field trips.* Individual field trips familiarize the students with community resources, acquaint them with procedures used in planning field trips, and provide them an opportunity to evaluate the trips.
3. *Workshop and demonstration teaching.* These sessions focus on a variety of teaching techniques and enable students to observe the

live enactment of what they have been taught. The students are furnished with a complete rationale for each activity as well as opportunities for assisting with the implementation of creative ideas.

4. *Conferences.* Individual conferences provide guidance for the students in assessing strengths and weaknesses, offer assistance in planning and organizing, and identify and deal with any anxieties students may have.
5. *Other.* Group field experiences provide opportunities for students to observe good classroom teaching, plant design, school organization, and special programs.

The last half of the professional semester is spent in supervised student teaching. Students spend the entire day in an assigned school. All college supervision is done by one of the teaching team. Weekly on-campus seminars are supplemented by individual and group conferences.

24. Microteaching Program. *Teacher Education Department, Brigham Young University, Provo, Utah 84601. Contact Dr. J. Hugh Baird or Dr. W. Dwayne Belt.*

Microteaching at Brigham Young is defined as the creation of a miniature teaching situation under controlled conditions. All of the elements of the teaching act are present. The uniqueness of microteaching lies in (a) the ease with which the teaching situation can be controlled and manipulated, and (b) the availability of immediate feedback for the student teacher, provided both through the recording and playback of the lesson using a video-tape recorder and through the critical comments of students and the evaluator.

The trainee plans a 5-7 minute lesson for a "class" composed of about five college classmates. This brief lesson is aimed at the teaching of a single concept or a motor act and is planned as a complete episode. The performance is recorded on video tape. The course instructor and other members of the trainee's education section are present to observe and, using an evaluation form appropriate for the particular lesson being taught, note both commendations and suggestions for improvement. The class, the instructor, and the trainee are included in the evaluation proceedings which follow.

To begin the evaluation, the instructor and the student discuss the performance in a general, usually positive way. The instructor may make suggestions about what to look for during the video-tape playback. Then the tape is replayed and the trainee, instructor, and class observe it and comment freely. If desired, a particular segment may be replayed and a "stop action" process may be instituted. Specific suggestions often are made first by the trainee himself. Practice at this point varies, depending on the needs of the trainee as perceived by his instructor. One aim of the evaluation session is to prepare the trainee to reteach his lesson—immediately after the evaluation or sometimes from a day to a week later. The reteaching is done with a different volunteer class and is video-taped with all conditions as they were for the initial performance. Another aim of evaluation sessions is to prepare students who can evaluate their own teaching and compare it to performance criteria.

At BYU, each student in the initial professional sequence course in teacher education is required to microteach at least once. In subsequent subject matter methods classes secondary students are required to do additional microteaching. Social studies majors, for instance, are required to teach at least two additional lessons which are video-recorded. One is to be taught inductively and the other, a 15-minute lesson, requires the student to use a variety of methods and media appropriate to the concepts being taught. Assignments for microteaching in the subject matter methods classes vary from pattern drills in foreign language teaching to motor acts in homemaking and physical education classes to appreciation and emotional learning in some of the humanities classes.

Microteaching is also used in combination with student teaching in an experimental program,[1] substituting for part of the public school teaching requirement. The experimental students are required to demonstrate seven teaching skills. If not done according to certain specified minimum criteria, the student is required to study, plan, and try again until he meets the specified objective.

With some of these experimental students, the supervisor observes and tapes the performance in the public school classroom instead of the microteaching studio. If during the playback inappropriate behavior is found, the supervisor counsels the student to consider alternate ways of behaving. This is followed by microteaching in the studio where the student can experiment with the lesson at issue. The focus is on improvement of particular elements of behavior that are affecting the student teacher's performance.

---

[1] For a description of this program, see "The individualized Secondary Teacher Education Program at Brigham Young University." M-Step Monograph No. 2. Salt Lake City: Utah State Board of Education.

25. **Practicum Based on Performance Criteria.** *Bellevue Public Schools and Washington State University project, in cooperation with M-STEP. Contact Dr. William H. Drummond, Associate for Teacher Education, Office of the Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98501.*

In an effort to encourage experimentation and pilot projects in Washington, M-STEP helped Bellevue and WSU to create a teacher education practicum based on performance criteria. It also involved a joint sharing of responsibility for teacher preparation and the training of supervising teachers. The project has been in operation for two years. The objective is to produce greater expertise in preservice teachers by involving them in a program of specified tasks before student teaching, continuing through student teaching, and extending through the first two years of teaching.

The program began with the identification of specific desirable teacher behaviors by a coordinating committee of Bellevue staff members. A systematic scheme of tasks was then developed by WSU staff members to help students achieve these behaviors. Instead of taking the regular senior program, the students in this project were confronted with twenty-five "instructional tasks" to be undertaken individually. The student was the judge of whether or not he was able to complete a task successfully. Feedback for this decision came from the instructional system, his peers, the faculty, and recording devices. Each student took his own assessment of himself into student teaching the following semester. This occurred in Bellevue schools where supervisors were trained in the behavioral approach to student teaching.

This plan stemmed from the idea that teacher development flows or grows within the individual rather than within course structure. The result is a highly individualized program where students realize the significance of the confronting task to their own professional development and assume responsibility for their own learning.

An ancillary feature of the project is sensitivity training. This element was incorporated when the coordinators began to search for ways to bring about group identification and commitment on the part of student participants. Another significant aspect is the advanced employment of the students by the school system. Students were hired and committed themselves to the program while still in their junior year. The training of the particular students, therefore, became the concern of both the University and the school system.

26. Multi-Institution — Kanawha County Center for Student Teaching. *Kanawha County Public Schools and cooperating institutions. Contact Mrs. Kathryn Maddox, Coordinator, 200 Elizabeth Street, Charleston, West Virginia 25311. For information on the M-STEP pilot center, contact Joseph E. Flaherty, Coordinator of Preservice and Continuing Education, State Department of Education, Charleston, West Virginia 25305.*

The Kanawha County Center for Student Teaching is an outgrowth of an M-STEP project directed toward the improvement of laboratory experiences through the development of a pilot center. Beginning in March 1967, approximately thirty students from five institutions were assigned each semester to the pilot center for their student-teaching experience. The institutions represent a variety of educational types: Marshall University (state); West Virginia State College at Institute; West Virginia Institute of Technology, which has a secondary teacher education program; Concord College, a multipurpose state institution; and Morris Harvey College (independent).

An advisory council composed of one representative from each of the participating institutions, three representatives from the Kanawha County Schools, and one from the State Department of Education was appointed to act as a policy-making group for the pilot center. Through a series of meetings this group directed the development of objectives and procedures for the student-teaching experiences.

Unique to the West Virginia M-STEP center was the effort to combine and utilize the personnel, resources, and special capabilities of five diverse institutions, a public school system, and a state department. The responsibility for assignment of student teachers, liaison with the cooperating institutions, and many of the supervising functions previously carried out by the college supervisor became the responsibility of the pilot center director.

A major concern of the pilot center was the need to prepare supervising teachers for the increased professional responsibility which would be theirs under the pilot center concept. With primary impetus provided by the center's director, an intensive in-service program was designed and implemented to meet the needs of both beginning and experienced supervising teachers. The public schools cooperated by providing released time so that supervising teachers could be involved in the planned program. The director channeled the resources which were utilized in the in-service program: seminars, workshop facilities, leaders, consultants, and materials.

During the 1968-69 school year, the Kanawha County Center for Student Teaching began operation exclusive of M-STEP sponsorship and the five cooperating institutions continued their involvement in and commitment to the concept. Perhaps the most heartening result of the center concept has been recognition by the public schools of their responsibility for teacher education and the willingness of the institutions to admit schools into full partnership in teacher preparation.

27. Micro-Team Teaching. *Department of Elementary Education, Wisconsin State University-La Crosse, La Crosse, Wisconsin 54601. Contact Dr. Burton E. Altman.*

This pilot study focused on upgrading student-teaching programs and helping in-service programs by providing micro-team-teaching experiences within a local school system. The program can be labeled as a unique clinical experience in introducing the team-teaching concept. It involved a limited number of people and there is interest in incorporating it into the ongoing teacher education program at La Crosse.

The primary objectives of the program were (a) to give student teachers increased responsibility for planning, executing, and evaluating an instructional program for children; and (b) to provide classroom teachers unfamiliar with team teaching the opportunity to learn its dynamics by organizing teams of their own. This was attempted by orienting simultaneously experienced and inexperienced teachers (students) to the theory and practice of team teaching.

The plan provided for two student teachers and one experienced teacher to reorganize their instructional operation into a micro-team-teaching organization, so-called because the teaching took place in a single, self-contained classroom. Instead of seventy-five children in a team group, only twenty-five or thirty were involved; only one classroom was used instead of three; and the supervising teacher was the only experienced member of the team. This group accepted the responsibility for developing a cooperative organization for planning, carrying out, and evaluating an instructional program for a group of pupils.

Unlike many of the intern programs in Wisconsin in which student teachers become part of an ongoing teaching team made up of three or more certificated staff members, the La Crosse plan enabled preprofessional and certificated teachers, once they understood the theory of team teaching, to develop their own operation.

Allied with the general purpose of training people in team teaching, the project also attempted to use the team-teaching operation as a vehicle for helping experienced and inexperienced educators gain practice in applying behavioral objectives. A plan was introduced for including these in the preparation for and evaluation of instruction, and by the close of the semester the teams were to teach lessons which had evolved from this type of consideration.

This project was designed to give each member of the team as much experience as possible in all areas of team planning. Furthermore, it was expected that each member would at some time be engaged in directing the team as well as being directed.

The essential feature of the project was the emphasis on team planning, representing the greatest departure from regular student teaching. In addition to daily planning, each team spent from 8:00 a.m. to noon on Friday mornings in a planning session. University funds provided the school district with the means to hire substitutes to teach classes while the teams planned.

Sophomores enrolled in the introductory course in elementary education were to be utilized as teacher aides. This was instituted to give team members an opportunity to direct and supervise nonteaching personnel who are logically involved in a team operation.

The nature of this project was such that no hard data could be obtained to confirm that this was a superior student-teaching experience or that the project, significantly, as measured by a statistical treatment, changed the professional behavior of the critic teachers involved or that there was a heightened measurable achievement on the part of the participating pupils. A review of published studies on team teaching and a summarization of correspondence with leading researchers in the nation who are grappling with this problem indicate that there is no scientifically generalizable evidence to support this organization; however, neither is there evidence to refute it. Therefore, in place of hard evidence, what follows is a summarization of observations made during the project as they relate to the specific objectives of the study:

1. The student teachers appeared to manifest heightened independence as decision makers and innovators of instructional media.
2. The classroom teachers initially involved requested to participate in the project when it was replicated. From their enthusiasm, new teachers have been recruited when the project has expanded. In a very real sense, these teachers were change agents.
3. The children involved in the project have shown average growth in skills but considerably more than average growth in their independent study habits and in cognitive behavior.

The pilot project has been expanded with the organization of more micro-teams. Other teachers in the district observing the project have asked to become involved in it. Although the University is continuing to underwrite the project, it appears that within the year the school district might begin to assume this financial responsibility.

As the project unfolds it continues to be enveloped in a host of related activities. This year plans are being made to develop additional training films in team planning, to use video-taping to enable teams to evaluate their planning sessions, to encourage more schools from within the region to send teachers and administrators to observe planning operations, and to use this as a possible program for training clinical professors who can provide leadership in the development of team teachers. One school is considering diffusing the team operation to involve two or more classrooms. When this occurs, "micro" is shed and team-teaching evolves.

28. Minicourse. *Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705. Contact Dr. Walter Borg, Program Director.*

This regional lab has developed a unique set of materials for the in-service (or preservice) education of teachers—"minicourses" available to any teachers group in the nation. The packaged program was developed after the lab had identified needed products in education, worked on a design, and proceeded to field test its ideas. A series of minicourses has been built on the microteaching concept and use of the VTR in developing specific teacher skills.

At least one minicourse is now available for classrooms: Minicourse 1, "Effective Questioning in a Classroom Discussion," made up of four instructional sequences dealing with three specific behaviors. In the first day of an instructional sequence, the teacher views a film on the three skills to be learned. He then designs a short discussion lesson for his class to apply the skills seen in the film. On the second day, the first microteaching session employing the lesson is recorded on video tape.

Self-evaluation forms are provided in the package so that on each replay of the video tape the teacher's attention is focused on a specific aspect of his behavior. Based on the self-evaluations, the teacher replans the lesson and reteaches it to a different group. This revised lesson can also be recorded and evaluated. Each instructional sequence is handled in the same way. A nine-month follow-up program follows participation in the minicourse. The teacher receives a lesson each month which helps him review the skills he has learned. A refresher course taken six months after the original course is designed to reinforce the skills.

The effectiveness of the minicourse is determined by evaluating video tapes made of the teacher and his class before and after taking the course. These pre- and postcourse tapes are scored for the specific skills covered in the course. The research evidence from Minicourse 1 indicates that this model effects major changes in teacher behavior. Of the thirteen behavioral scores obtained from analysis of the pre- and postcourse video tapes, eleven were statistically significant, with eight beyond the .001 level. A third video tape made four months after completion of Minicourse 1 showed virtually no loss in the skills that teachers had developed in the course. Minicourse 1 is provided at shipping cost and a fee for reprocessing the returned films. Four additional minicourses will be available in the fall of 1969.

29. Teacher Education Structure via Consortium. *Upper-Midwest Regional Educational Laboratory. Contact Dr. Charles Bruning, Director, Department of Clinical Experiences, College of Education, University of Minnesota, 225 Burton Hall, Minneapolis, Minnesota 55455.*

This is a cooperative, interinstitutional effort initiated by UMREL for the purpose of focusing on the improvement of teacher competence for educating the disadvantaged. The consortium idea, an outgrowth of the Red River Valley Program, hopes to establish centers that will be staffed by participating college faculty and serve as experience bases for the education of teachers of disadvantaged pupils.

The task is to jointly develop teacher behavior and performance criteria which can serve as a guide for the teacher education program. This will be done in conjunction with developing clinical experiences in schools that have high concentrations of disadvantaged youth. There is an in-service as well as a preservice component to the program.

The centers will make situations available where students of teaching can secure experiences in disadvantaged education and will set up performance criteria for determining trainees' effectiveness. A third interest centers on in-service value for participating school systems.

The centers are to be set up in three disadvantaged environments: inner city, Indian reservation, and rural area. They will be staffed from the combined resources of the consortium participants: college personnel representing teacher education, sociology, and psychology; school personnel; and community personnel. (The permanent staffs will be selected from these categories.) An advisory board will be established for each center.

It is expected that the students coming to the laboratory center will have identified what it is that they wish to accomplish there. The on-campus programs of the colleges in the consortium would function much the same as they do regularly, but in addition, the personnel involved with these programs would perform the screening and organizing for clinical experiences.

The centers that are developed through these joint efforts would serve the colleges in a variety of ways. It is expected that preservice teachers would take up residence at the centers to pursue particular interests. Assignments might be for "September experiences," summer projects, workshops, independent study, or internships.

The learning center school will have a teacher education laboratory, one or two rooms for microteaching and dial-access carrels, and a normal set of classrooms, students, and staff. The staff will be prepared to begin and carry on with analysis and diagnosis of the needs of education students. The laboratory will organize instructional components centered on concepts relating to learning, human development, society, planning instruction, research, etc. As the need arises, the master teacher of the teaching teams will assign the students to the learning laboratory to begin work on a particular concept or skill or performance criterion.

CHAPTER SIX

One Step Further

James C. Stone
Professor of Education
University of California-Berkeley

I. THE PROBLEM AND PRESENTLY PROPOSED SOLUTIONS

In a nutshell, the problem is that teacher education is a stepchild—unwanted by the colleges, permissively accepted by the schools, allowed in any and all forms by state departments of education, tolerated by the profession. And if this is true of teacher education generally, it is even more true of student teaching, which is the low man on the professional education totem pole with everyone except student teachers themselves. (For the purpose of this paper, student teaching should be understood to mean observation, participation, simulated teaching, assistant teaching, internship, externship, and other field experiences which are part of a teacher education program.)

Let us examine the charges made and some recently proposed solutions. Then let us try our hand at creating a new structure.

Unwanted by the Colleges

Most colleges, as institutions, have failed to take seriously their responsibility to educate teachers. Their efforts largely have been incidental—tangential to other (and more important) missions such as preparing liberal arts graduates or, at the professional level, doctors and lawyers. Certainly, in the present most crucial need of teacher training—preparing teachers of the disadvantaged—most colleges are far removed from the problem. Since institutions of higher education have not taken seriously this social obligation of teacher training, since they cannot be forced into active social responsibility, and since the most significant aspect of this training occurs in classrooms of children, why not move this unwanted stepchild from the colleges? As the new foster parents for teacher training, Burns has proposed the public schools:

> *In public higher education this would involve a simple shift of funds, along with responsibility, from higher to public education. It need not cause any fiscal problem. . . . Such a shift would create in every school system a division of preservice education—admittedly another bureaucratic level, but at least one that is closer to the operational level and not so removed as now, bound up as it is in the bureaucracies, politics, and distractions in higher education.*[1]

The education of teachers long has been recognized as a state responsibility along with public education itself. State departments of education are organized to administer to the needs of local schools, they administer certification and accreditation functions, and adding to their budgets funds now given to public higher education for teacher education would be a simple financial and personnel shift. The teacher-training personnel in private colleges also could become school employees, and state departments could retool to carry on a statewide coordinated program of professional education, including student teaching. Certainly, giving the schools the exclusive responsibility for professional education under state department coordination would be an improvement over the present haphazard system, particularly in student teaching. And I'd settle for this right now as a starter. However, since such a move merely substitutes the traditional hobbles and disinterest of the college for the equally traditional hobbles and inadequacies of public education, the sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we go one step further.

Permissively Accepted by the Schools

For years schools merely accepted teachers trained by the colleges, however adequate or inadequate the training was, and sent them back to the colleges for refresher courses and advanced degrees. Similarly, the public schools have merely accepted student teachers and permissively provided them with whatever laboratory experiences the colleges sought. In more recent times, school systems have developed their own in-service education programs which teachers have flocked to and generally applauded. A recent study sponsored by the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth[2] queried over a thousand participants in Titles I and III in-service education programs organized by local districts. The overall finding was that these participants were pleased with the programs and were convinced they contributed to their becoming more effective and sensitive teachers.

---

[1] Burns, Hobert. *Special Bulletin.* Washington, D. C.: NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, December 1967, p. 1.

Adding these findings to others with similar conclusions, it would be logical for the schools to become the preservice educators of teachers also. For the increasing numbers of public schools involved in internship programs, this would be a simple step. Assistant superintendents in charge of staff development are occurring with greater frequency in the schools, and such persons are the obviously qualified individuals to direct and organize preservice teacher education as they now successfully organize and direct in-service teacher education. A benefit would be to forever close the gap that so long has existed between preservice and in-service education and which internship programs were expected to achieve but which few have achieved. Drawing on the models delineated by the Joint Committee on State Responsibility for Student Teaching,[3] the state organization structure for teacher education—public school focus—is shown in Figure I.

Not a bad model, but will it ever see "the light of day"? I doubt it. The present establishment is too deeply entrenched in its present ruts. The sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Allowed in Any and All Forms by State Departments

The education of teachers long has been recognized as a state responsibility. Originally, states took this obligation seriously and provided special institutions—the normal school, the teachers college—as their prime vehicle. The last decade has seen the demise of these institutions solely for the education of teachers. Most have evolved into state colleges equally interested in the education of all occupational groups, including teachers. Gradually, teacher training has lost its importance in these institutions, and their more recent conversion

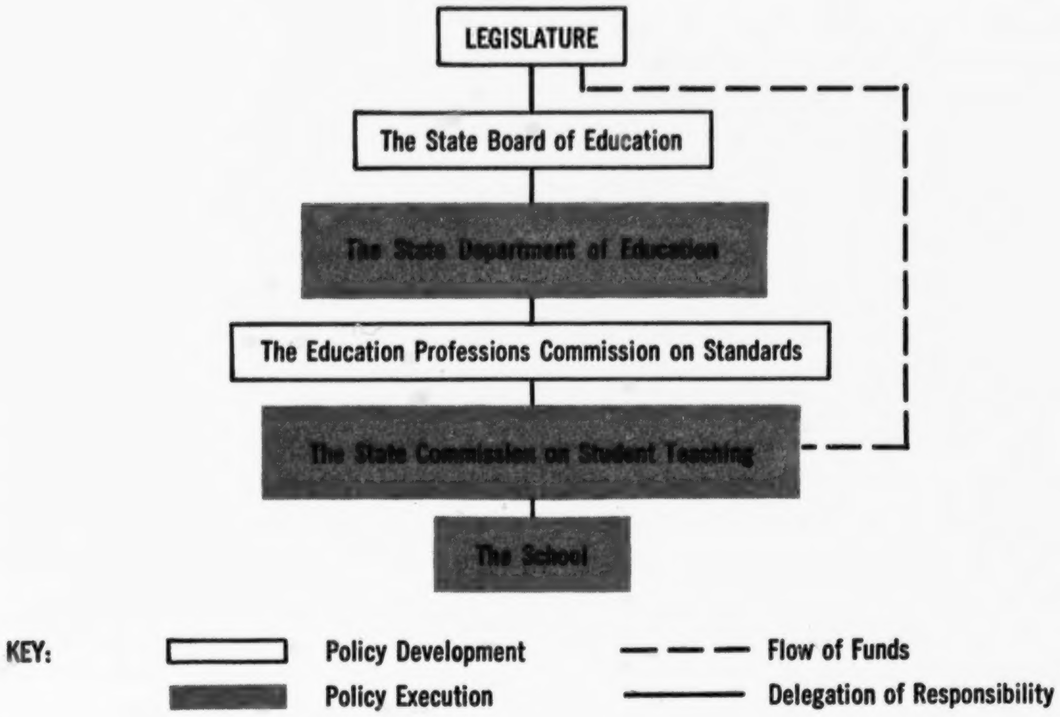
---

[2] *Does Teacher Training Train Teachers?* Report of the California Component of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, to be published in January 1969 by Jossey-Bass Publishers, Inc., San Francisco.

[3] *A New Order in Student Teaching: Fixing Responsibilities for Student Teaching.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967.

Figure I

ORGANIZATION FOR TEACHER EDUCATION — PUBLIC SCHOOL FOCUS


LEGISLATURE
The State Board of Education
The State Department of Education
The Education Professions Commission on Standards
The State Commission on Student Teaching
The School
KEY:
Policy Development
Policy Execution
Flow of Funds
Delegation of Responsibility

to state universities has continued and hastened the decline of interest in teacher education on the collegiate level.

Meanwhile, state departments of education have been content with confining their teacher education obligations to the certification of teachers and the accreditation of colleges for teacher education. In most states the accreditation function amounts to an approval system based primarily on whether the institutions offer the specific courses prescribed by the certification office. And, as the Joint Committee points out, in the area of student teaching, state departments have failed to provide leadership:

> *Thus a no-man's-land is created for the college-school function (of student teaching) which is typically characterized by dual administration, improper financing, and conflicting supervision.*[4]

The Committee has recommended a number of models in which the responsibility of state agencies goes far beyond the quantitative routines performed by most state departments and emphasizes instead their qualitative responsibility to develop and support state policies and procedures for student teaching which:

---

[4] *Ibid.*, p. 21.

1. Assure standards
2. Avoid haphazard overlap of function or responsibility
3. Assure opportunity for developing and testing new approaches
4. Assure support and commitment to teacher education
5. Guarantee the right of any individual, group, or institution to an orderly and objective hearing of initiative or dissent
6. Establish an equitable system of developing and maintaining policies, procedures, and standards of student teaching.[5]

Few can quarrel with these recommendations. Many would be skeptical of their becoming realities within the present establishment. I for one am convinced that the sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Tolerated by the Profession

World War II created a critical shortage of teachers and was followed by an unprecedented increase in the birth rate which simply worsened the teacher shortage. Out of this crisis came the "professional standards movement" in which the National Education Association took the leadership through the formation in 1946 of its National Commission on Teacher Education and Professional Standards. While all of us connected with this movement over the past twenty years—at local, state, and national levels—can enthusiastically testify about its many accomplishments, the simple fact is that, despite these efforts, the average teacher still is disinterested in and uninformed about teacher education and the professional processes, such as certification, accreditation, personnel standards, and the like, which undergird and support it. If you doubt this statement, look around at the next school conference you attend. Check how few general sessions are given over to the topic of student teaching. Visit the section meetings or interest-group discussions and note the paucity of teachers in the meetings on training or certification or accreditation or ethics in contrast to the standing-room-only signs on doors marked "Salary," "Negotiating Councils," and "Collective Bargaining." Check on who goes to conferences on student teaching—a few public school teachers, yes, but mostly college professors. We can't blame the teachers; we have never really opened the doors of teacher education to them. When it comes to student teaching, we college people have given a few "master teachers" a look inside, but we have not dared to let them even get further than *recommending* the grade the student teacher should receive. (We, the college supervisors, who visit the student teacher only about two or three times a semester, are empowered with the final judgment!)

---

[5] *Ibid.*, p. 36.

We could open the door wider—make supervising teachers faculty members, give them teaching responsibilities for the whole professional sequence instead of the student-teaching problems seminars we typically toss to a few of them. Any such moves would be in the right direction. A few institutions have done this and the teachers, with a real stake for the first time, have become enthusiastically involved in their new professional roles. These islands are promising models for others to emulate. But we are working against the long-standing traditions of the present establishment. The sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

II. CREATE A NEW STRUCTURE

All attempts to reform teacher preparation and student teaching in particular[6] have failed to recognize that the social institutions in which teacher education is embedded—the schools, the colleges, state departments of education—were created by society for the purpose of *not* bringing about change and innovation, of preserving the status quo. As guardians of the establishment, the schools, institutions of higher education, and regulatory agencies of the state were specifically created to see that change does *not* take place. The primary function of these educational agencies—in common with education since the days of primitive man—is to pass on the cultural heritage to the upcoming generation. Designed to preserve "what is," they have been staffed largely by those who are wholly committed to this end. Few teachers, for example, see their role as "agents of change" rather than "mediators of the culture." The result is that reform efforts have done little to break the patterns of traditional teacher education, including the traditional arrangements for carrying on student teaching.

---

[6] There have been many reform efforts. Among the major attempts have been the Commission on Teacher Education of the American Council on Education (1938-46); the NEA TEPS Commission (1946-); the Fund for the Advancement of Education (1950-59); the Ford Foundation's "Breakthrough Programs" (1960-66); NDEA, ESEA, and other federal grants (1964-). The purpose and achievements of these projects are summarized in Stone, James C., "Reform or Rebirth?" *NEA Journal* 57: 23-25, May 1968, and are analyzed in Stone, James C., *Breakthrough in Teacher Education*, San Francisco: Jossey-Bass Publishers, 1968.

As long as teacher education, including student teaching, remains fixed in the concrete of college, public school, and state department traditions, it likely will remain substantially as it is now, and reform efforts will continue to come and go without making an appreciable impact on either higher education or public education, or state departments of education, where teacher training, including student teaching, has its roots.

If ever we hope to break what George Counts, writing some twenty-five years ago, called "the lockstep in teacher training," we must create new organizational structures—we must be willing to go one step further than modifying the present establishment. We need to cut the ties, plow under the old college-school ruts in which student teaching is quagmired, and begin fresh.

EPI. Drawing on the successful experiences (and freedom from tradition) of college and school faculties in conducting summer and school-year in-service NDEA and ESEA institutes and the enthusiasm of teachers who attended them, I propose the creation of EPI's—Education Professions Institutes—year-round centers for the professional training of teachers. The institutes would be funded by the state, but they might be administered in a variety of ways—by the state, the region, or the local community, or in combination. In either event the state department of education would have a direct leadership role, both administrative and consultative. EPI's would be a natural extension of the state's responsibility for teacher education, including student teaching. (Or better stated, it would be a case of the state's returning to itself the responsibility it always has had but has failed to exercise since the teachers colleges folded.)

EPI's would be separate agencies of higher education with a distinct, unique, and differentiated function. They would draw their faculty from the colleges, the schools, and the communities in which they were located. While largely postgraduate institutions, they might admit students at any point in their college career when they were deemed ready to embark on a semester of professional education. During any semester of enrollment, a teacher-to-be would be paid by the state as a student teacher. Teachers in service would enroll in the institute for weekend, afternoon-evening, or summer colloquiums, workshops, conferences, seminars, sabbaticals, and the like, using scholarships provided by the state and federal governments.

This type of structure is envisioned as a prestige agency, paying better salaries, for example, to its faculty than do traditional colleges, universities, or school systems. This would be a truly professional graduate school—analogous to the medical school, the law school, the divinity school. It would train both teachers and teachers of teachers, the latter in conjunction with colleges and universities. Its research activities would focus on professional problems in the teaching-learning process.

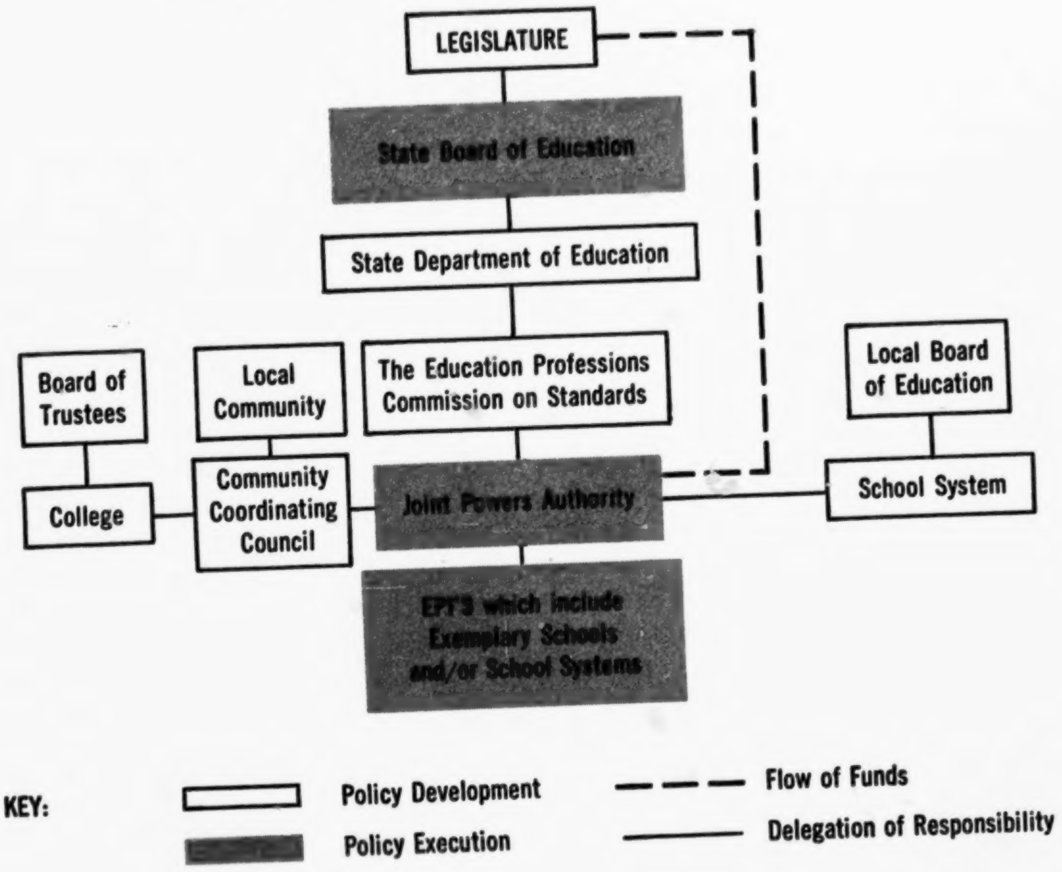
There would be equality of status for those faculty members having differentiated responsibilities for the so-called theoretical and practical aspects of teacher training. The heart of the institute would be an exemplary school which the institute would adopt or organize. The institute and the school would be housed together. Professional education would grow out of the instructional problems of children. Student teaching would be the central focus of the teacher-training program. The professional curriculum would be tailored to each individual and would be so organized that every student, during his stay at the institute, would be involved simultaneously in a stream of student-teaching experiences and in a concurrent stream of theoretical seminars, both taught by a team of instructors working with a particular group of student teachers. The institute, with its advantage of being close to the schools yet removed one step from the politics of the local school system, would be directly funded by the state and responsible to the state department of education.

Within state departments of education there would be a specific unit of higher education with responsibility to provide leadership for the institutes and to coordinate student teaching. The permanent staff would be a small cadre of higher education and student-teaching specialists. This nucleus would be augmented by yearly appointments of a much larger number of consultants and faculty drawn from the institutes, the schools, colleges, and other educational agencies. Advising the state board would be a state council on teacher education, with representation from the institutes, the schools, colleges, and the profession at large. In such an organizational plan there is no need for a separate council on student teaching or separate office of student-teaching coordination. Professional education and student teaching are no longer separate entities; neither are school-college "responsibilities"; all have been integrated.

At either the local or regional level, as shown in Figure II, the EPI would be operated under a joint-powers agreement. The "powers" brought together to organize the EPI and to formulate policy for it (within broad state guidelines) would be (a) a local community, (b) a college, (c) a school system, and (d) the state department of education. The four powers would establish an independent local institute board of control which would have fiscal and administrative authority to operate the institute with funds provided by state and federal sources.

Figure II

STATE ORGANIZATION OF EDUCATION PROFESSIONS INSTITUTES


LEGISLATURE
State Board of Education
State Department of Education
Board of Trustees
Local Community
The Education Professions Commission on Standards
Local Board of Education
College
Community Coordinating Council
Joint Powers Authority
School System
EPI'S which include Exemplary Schools and/or School Systems
KEY:
Policy Development
Policy Execution
Flow of Funds
Delegation of Responsibility

Each "power" on the governing board would appoint one representative, and these four would choose three others.

The joint-powers arrangement has the advantage of local control within a state system, and it brings together on an equal basis the chief resources needed in effective teacher training—the colleges, the schools, the state, and the local community. A joint-powers agreement is particularly appropriate for the education of teachers of the disadvantaged and for the most effective coordination and integration of student teaching.

CONCLUSION

By now, the reader will be aware that I am proposing a radical break with tradition — a break in the organization for professional education as well as in the place, scope, conduct, and coordination of student teaching (with obvious implications for the professional processes of accreditation and certification). The reader also may have thought of structural details and organizational refinements to be added to the EPI, or he may be thinking of other and more appropriate structures.

By now, it is hoped, he has come to the point where he, too, is convinced that reform must give way to *creation* — that we must in fact go one step further. Or as Robert Browning put it, "Man's reach should exceed his grasp, or what's a heaven for?"

CHAPTER SEVEN

Coda

Roy A. Edelfelt
Executive Secretary
NEA National Commission on Teacher Education
and Professional Standards

In the materials selected for inclusion in this book there are a variety of ideas about the different things that need to be done to improve student teaching. This chapter is an attempt to pull together in brief form the things that need attention if student teaching is to evolve into a significant practicum experience.

As the foregoing chapters suggest, the improvement of the practicum experience in teacher education will require efforts by professionals in a number of different institutions and agencies. The state department of education cannot alone direct change and improvement. Changes in the structure of the experience, its organization and funding, and changes in those who have responsibility for student teaching or practicum must be influenced in a variety of ways by a variety of people. To further complicate the problem, the nature of the practicum is changing. Add to this the fact that preservice teacher education, induction to teaching, and school staffing patterns are being altered, and these circumstances make it difficult to know where to begin to take action for improvement.

Certainly, the prospective teacher should no longer be expected to apprentice in traditional ways with an experienced teacher. If the development of individual teaching style is to be encouraged, students of teaching must have opportunities to do their own thing and not merely take over a regular teacher's responsibility. The development of faculty teams provides some new possibilities for prospective teachers to join groups of professionals in learning the teaching process. This makes necessary a much more precise delineation of teaching tasks and roles, which should make various teaching acts more distinguishable and deliberate and should contribute to the precision of learning to teach. Faculties working in teams should also be able to provide more and better supervision and establish the kind of continuous feedback and evaluation which ought to be an integral part of in-service as well as preservice teacher training. Differentiating teaching roles in a school faculty team might establish a training and career ladder and should help to provide for individual differences in the training of teachers.

The differentiated staff concept seems to be gaining acceptance (at least in theory) across the country. There are a number of pilot projects under way, and support available under the Education Professions Development Act will encourage additional experimentation with new patterns of staffing schools. No model of a differentiated staff will make a great difference in teacher education, however, unless accompanying changes are made in conceptualizing and carrying out the teaching act, changing the curriculum, building more flexibility into the way time is used, and extending and expanding the kinds of resources, materials, and media used in teaching and learning.

The collaboration of schools and colleges is essential to improving not only practicum experience but the whole process of education. When school personnel accept more widely the advantages to be derived from making the school an experimental center for teacher education, both the school program and teacher education will benefit. It is not possible to examine and experiment with teaching in a school setting without influencing school program and personnel. College and school people cannot work together closely without changing each other. The prospects of welding theory and practice together in effective and fruitful ways in teacher education holds promise which goes further than anything yet achieved either in schools of education or in public schools.

There are, of course, some major requirements for achieving the kind of collaboration between schools and colleges which would result in a real sharing in the preparation of teachers. First of all, the people with the power in schools and colleges need to believe that a joint venture in teacher education will be mutually profitable.

This means that college administrators and professors and school administrators and teachers must allocate to teacher education the time, money, and effort which collaboration requires.

Second, there must exist a much more open system for experimentation and evaluation and the recognition that both school and college people have significant contributions to make to teacher education. In their own way, school personnel who are selected to work in teacher education must have as much status and prestige as college people. Equally as important, college professors working in the practicum program must have status among their colleagues, which frequently is not the case at present. One important avenue to such prestige may be the research in teacher education which can be carried on in the practicum experience.

Third, state support in money, personnel, and commitment must be given to both schools and colleges. A state support formula will need to be worked out so that schools which engage in teacher education can afford to assign personnel and time to the teacher-training process. It means that personnel on a state department of education staff must have the training and the credentials to have status with college and school personnel so that they can exert leadership to improve the practicum experience. It means that state legislatures, state boards of education, and state department personnel place a high priority on the practicum experience. At the state department of education level this means much more cooperation and collaboration between the division of teacher education and certification and the division of curriculum and instruction — and a mutual recognition that teaching performance and curriculum are inextricably related.

Fourth, state planning and standards for practicum experiences must be worked out by the agencies and institutions which have responsibility for teacher education. Some of the agreements that are required relate to organization and administration. Other agreements require the establishment of standards so that the completion of the practicum experience and initial certification for teaching have some common meanings, so that the beginning teacher and the hiring school district recognize what a novice teacher is and what can be expected of him. The requirement of planning and standards should also provide for specifying the nature and scope of student teaching, including the quality and quantity of supervision.

State planning also needs to include specification of the commitments schools and colleges are willing to make to engage in the practicum phase of teacher education. The state approval process for teacher education in each state should ensure that standards for the practicum experience are maintained.

Because changes in both school programs and teacher education will continue to accelerate, standards should be provided for sufficient flexibility to ensure that new standards and requirements can evolve as they become apparent.

Practicum or student teaching can no longer be considered as a single plan — something which once perfected can be adopted by all colleges and schools. Many teachers will continue to be prepared by colleges and experience student teaching or practicum as part of a college planned and controlled program. But increasingly the school will become a more important partner and the development of more teacher aide programs with an open career ladder plan will make necessary work-study programs for teacher training. In such programs greater numbers of teachers will be prepared on the job and colleges will need to find new ways to contribute to such programs.

As multiple entry points to teaching open to men and women who select teaching as a second career, often in middle age, it will be necessary to find other approaches to teacher education and the practicum experience.

When schools become more flexible, as they must, and more of the community agencies become integral parts of an educational system, new kinds of teachers and other educational personnel will be needed. Their training will require a host of other types and styles of preparation programs. Ultimately, preparation must be based on performance criteria, and requirements for graduation and certification will need to be based on what an individual can do rather than how many credits he has accumulated. Performance criteria are especially important in a practicum experience because they are the only significant outcomes. Credits may continue to be earned but they cannot continue to be awarded on the basis of time spent or survival with children and teachers.

It is clear that student teaching as we now know it is largely inadequate for future needs of teacher education. Even the term no longer describes the experience as it is being developed. The term *practicum*, which we have used, may be more appropriate, or other more descriptive terms may be found. The name of the experience may be more important than one might think — and it may not be possible to change student teaching very much until the impression that the name communicates has been changed.

Maybe changing the name while changing the concept is the place to begin. But there are greater and more difficult things to change, among them getting the commitment and the political influence for statewide planning and organization of practicum experience. Fundamental, however, is examining and developing new concepts of teaching and teacher roles and finding ways to prepare people for such professional responsibility.

It seems clear that the kind of combined effort which the Joint Committee on State Responsibility for Student Teaching illustrated will continue to be necessary at both state and national levels. It will take a cooperative effort by many groups in education to move student teaching very far from where it is presently.